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Reports of the Mississippi State Superintendent of Public Education

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Annual report of the State Superintendent of Public Education, to the Legislature of Mississippi, <[1876]>-1877

Biennial report of the State Superintendent of Public Education, to the Legislature of Mississippi, for the years ... (1878--'79)-<(1893-'94 and 1894-'95)>

LLMC 01-479t

BIENNIAL REPORT

—OF THE—

STATE SUPERINTENDENT

—OF—

PUBLIC EDUCATION,

—TO THE—

LEGISLATURE OF MISSISSIPPI,

—FOR THE—

YEARS 1888 AND 1889.

PRINTED BY AUTHORITY.

JACKSON, MISS.:
R. H. HENRY, STATE PRINTER.
1890.

DEPARTMENT OF EDUCATION,
JACKSON, MISS., December 1, 1889.

To the Legislature of Mississippi:

I herewith present the biennial report of the Department of Education for the scholastic years 1887-'88 and 1888-'89, embracing the operations of the 18th and 19th years of the public school system of the State.

Respectfully submitted,

J. R. PRESTON,
State Supt. Pub. Educ'n.

SYNOPSIS OF STATISTICS

FROM BEGINNING OF PUBLIC SCHOOL SYSTEM

(TABULATED FROM THE DEPARTMENT REPORTS.)

NUMBER PUPILS ENROLLED

		White.	Colored.	Total.
Reports from 52 counties	1871	66,257	45,429	111,688
Reported as an estimate	1872	.....	.....	148,000
A fractional part of year, 8 mos.	1873	.....	.....	80,000
Reports from 70 counties	1874	.....	.....	154,229
	1875	78,404	89,813	168,217
Reports from 50 counties	1876	76,026	90,178	166,204
Reports from 65 counties	1877	84,374	76,150	120,524
	1878	101,201	104,177	205,978
	1879	105,957	111,796	217,753
	1880	112,944	123,710	236,654
Reports from 73 counties	1881	111,655	125,633	237,288
Reports from 66 counties	1882	104,451	109 630	214,081
Reports from 71 counties	1883	125,598	141,398	266,996
	1884	129,203	149,373	278,576
	1885	142,177	154,430	296,607
	1886	129,203	152,530	281,743
	1886-'7	126,919	143,825	270,734
	1887-'8	147,817	162,304	310,121
	1888-'9	148,435	173,552	321,987

AVERAGE ATTENDANCE.

Years	No. counties reporting.	No. days taught	White.	Colored.	Total.
1871	52	110	.....	.....	90,000
1872	74	115	.....	.....	125,000
1873	¾ of a year	80	.....	.....	50,500
1874	70		.....	.....	108,647
1875	74	100	40,380	66,514	106,894
1876	50	80	65,384	68,580	133,964
1877	65	77	52,672	44,627	97,302
1878	74	79⅓	64,318	71,658	135,976
1879	74	77½	66,381	72,592	138,973
1880	74	74½	72,881	83,880	166,761
1881	73	78	76,647	85,417	162,064
1882	59	79	61,738	73,578	145,316
1883	63	76	68,946	85,517	154,463
1884	74	77½	85,294	99,127	184,421
1885	74	78	84,347	101,038	185,385
1886	74	74	84,884	99,134	184,018
1886-'7	74	84	77,868	85,996	163,864
1887-'8	74	84	89,815	92,627	184,018
1888-'9	74	85	90,716	101,710	192,426

AVERAGE SALARIES—NO. TEACHERS EMPLOYED.

	Salary.			White	Colored.	Total.
1871	$50 00			.....	.....	3,600
1872	51 32			.....	.....	4,800
1873	50 00			.....	.....	1,800
1874	46 92			.....	.....	3,845
1875	55 47			2,859	2,109	4,968
1876	39 87			2,973	1,005	3,978
1877	29 20			2,669	1,459	4,128
1878	27 85			2,948	1,813	4,761
1879	30 26			3,255	2,112	5,367
1880	30 05			3,250	2,314	5,564
1881	30 07			3,414	2,644	6,058
1882	30 03			2,910	2,272	5,182
1883	32 68			3,598	2,793	6,391
1884	28 73			3,873	2,933	6,816
1885	28 74	White.	Colored.	4,215	3,124	7,339
1886	28 18	$31 37	$27 40	3,840	3,012	6,852
1886-'7	30 37	34 44	25 24	3,421	2,692	6,113
1887-'8	30 07	34 52	24 05	3,776	2,790	6,566
1888-'9	29 16	33 97	24 16	3,557	3,558	7,115

AMOUNT EXPENDED

1871	$ 950,000	
1872	1,136,987	
1873	492 500	for ¾ of year
1874	890,072	
1875	985,600	
1876	417,760	(50 counties.)
1877	481,215	(65 counties)
1878	592,805	not full reports
1879	641,548	not full reports
1880	830,704	
1881	757,757	
1882	610,254	(66 counties)
1883	803,875	(71 counties.)
1884	799,932	
1885	840,776	(73 counties)
1886	802,476	
1886-'7	839,797	
1887-'8	962,263	
1888-'9	1,117,111	

INDEX TO STATISTICAL TABLE

FOR 1887–'88.

TABLE.

I. Enumeration of educable children.

II. Average monthly enrollment.

III. Number of children enrolled during the year.

IV. Average daily attendance, by race and sex.

V. Auditor's list for State distribution, total enrollment, total average attendance, number of schools and average number of days the schools were taught.

VI. Per capita expenditures: 1st in country schools, 2nd in city schools. Cost per month per pupil: 1st in country schools, 2nd in city schools.

VII. Number of institutes and amount of institute fund collected.

VIII. Number of teachers examined and number licensed.

IX. Number of teachers of each grade licensed and number employed.

X. Amount paid to teachers of each race, and total.

XI. School houses built; private schools with attendance therein.

XII. Amount of public school revenue from each source.

XIII. Average salaries in city and county combined.

XIV. Average salaries and amount expended in city schools.

XV. Average salaries and amount expended in country schools.

XVI. Separate school districts, receipts from each source, length of school term, educable children, number enrolled, number in average attendance.

XVII. Total receipts for public schools, total expenditures, salaries of county superintendents, miscellaneous expenses, balance reported on hand October 1st, 1888.

INDEX TO STATISTICAL TABLES

FOR 1888–'89.

TABLE.

I. Educable children enumerated by assessor.

II. Educable children enumerated by teachers.

III. Number of children enrolled in the public schools.

IV. Average daily attendance, races and sexes separately.

V. Auditor's list for State distribution; total enrollment; total average attendance, number of schools; average length of term in country schools; average number of pupils for each school; average number of pupils for each teacher employed; per capita expenditures in country schools; cost per month of each pupil; total "days attendance" in the State.

VI. Number institutes held; amount of institute fund collected; number and teachers examined and licensed; numbers of mills levied by each county and city; number of teachers of each grade employed.

VII. Number of teachers employed, male and female; amount paid in teachers' salaries in 1888-'89; amount paid in 1885.

VIII. Number of school houses built in 1888-'89; private schools; number in attendance.

IX. Average salaries per month: 1st, in country and city combined; 2nd, in country schools.

X. Financial statistics of each county, tabulated from the reports of county superintendents and showing receipts from each source and items of disbursement.

XI. Total receipts in each county; total expenditures; balances; debt incurred; superintendents' salary; miscellaneous expenses; amount spent in buildings.

XII. County treasurers' report of receipts and disbursements for the scholastic year 1888–'89.

SYNOPSIS OF STATISTICS—1887-'8.

	White.	Colored.	Total.
Educable children reported by superintendents	196,247	268,100	464,347
Enrolled in public schools	147,817	162,304	310,121
Average monthly enrollment	115,415	125,080	240,495
Average daily attendance	89,933	94,085	184,018
Number of schools	3,154	2,289	5,443
Average number of days taught (taking the county as the unit)			84
Per capita expenditure on each educable child in country schools			$ 2 22
Per capita expenditure on each pupil enrolled in country schools			3 09
Per capita expenditure on each pupil in average attendance in country schools			4 25
Cost per month of one pupil attending 20 days in country schools			1 01

	White.	Colored.	Total.
Number institutes	462	437	899
Amount of institute fund	$1,750 25	$1,452 50	$3,171 75

	In fall.	In spring.	Total.
Number teachers examined (three counties not reported)	4,547	2,088	6,725
Number teachers licensed	3,257	2,415	5,752

	White.	Colored.	Total.
Number first grade teachers employed	2,178	300	2,478
Number second grade teachers employed	1,306	1,236	2,542
Number third grade teachers employed	159	1,290	1,449
Total number teachers employed	3,643	2,826	6,469
Number male teachers employed	1,704	1,781	3,486
Number female teachers employed	2,113	1,048	3,161
Amount paid teachers	$551,515	$321,927	$873,443
Number of private schools reported	288	79	367
Attendance in private schools	8,164	1,555	9,719

Number school houses built: Log, 108; framed, 238; brick, 2; total, 348.

Average salaries per month in city and country combined:

	Male.	Female.	Total.
To white teachers	$38 59	$31 25	$34 52
To colored teachers	25 54	21 27	24 05
Average of both races			$30 07

Average salaries per month in city schools:

	Male.	Female.	Total.
To white teachers	$89 36	$40 80	$65 18
To colored teachers	46 50	28 62	37 56
Average of both races			$51 37

Average salaries per month in country schools:

	Male.	Female.	Total.
To white teachers	$36 16	$31 08.	$33 58
To colored teachers	25 01	20 83	22 96
Average of both races			28 27

FINANCIAL.

Total receipts for public schools	$1,118,624 61
Total disbursements for public schools	962,263 68

SEPARATE SCHOOL DISTRICTS (24).

Total receipts	$ 140,118 19
Receipts from city levy	83,597 90
Expended in salaries of county superintendents	32,823 77
Average salaries of county superintendents	443 50
Miscellaneous expenses	46,699 00

SYNOPSIS OF STATISTICS—1888-'9.

	White.	Colored.	Total.
Educable children, from assessor's reports	191,792	272,682	464,474
Educable children enumerated by teachers (sixty-nine counties)	175,485	210,166	385,651
Number enrolled in public schools	148,435	173,552	321,987
Average daily attendance	90,716	101,710	192,426
Number of distributees shown by Auditor's report			453,224
Number of public schools	3,348	2,429	5,777
Number of pupils in average attendance for each school			33
Number of pupils in average attendance for each teacher			27

Per capita expenditures in country schools:

For each educable child	$1 97
For each enrolled pupil	2 80
For each in average attendance	4 70
Average cost per pupil per month	1 08

Average number of days taught (taking county as the unit)	85 days
Average number of days taught (calculated on the basis of average attendance)	87 days

	White.	Colored.	Total.
Number of institutes	528	427	955
Amount collected for institutes	$1,917 10	$1,707 50	$3,625 60

	In Sept.	In May.	Total.
Number of teachers examined	3,865	2,954	6,819
Number of teachers licensed	2,670	2,733	6,403

	White.	Colored.	Total.
Number of first grade teachers employed	2,408	394	2,802
Number of second grade teachers employed	1,319	1,408	2,727
Number of third grade teachers employed	172	1,298	1,470

	Male.	Female.	Total.
Number of white teachers employed	1,700	2,318	4,018
Number of colored teachers employed	1,857	1,240	3,097
Total number of teachers employed	3,557	3,558	7,115

1888–'89.

Amount paid in salaries to white teachers	$ 589,400 44
Amount paid in salaries to colored teachers	341,268 16
Total paid in salaries during scholastic year	930,668 60

1885.

Amount paid in salaries to white teachers (two counties omitted)	421,110 86
Amount paid in salaries to colored teachers (two counties omitted)	341,562 86
Total paid in salaries in 1885 (two counties omitted)	762,673 42

Number of school houses built in 1888–'89:

Log	110
Framed	359
Brick	9
Total	478

PRIVATE SCHOOLS.

	White.	Colored.	Total.
Number of Private schools	408	80	488
Attendance in private schools	12,990	2,244	15,243

Average salaries per month in country schools:

	Males.	Females.	Both.
To white teachers	$35 61	$31 53	$32 94
To colored teachers	25 73	20 15	23 44

Average salaries per month in city and country combined:

	White.	Colored.	Total.
To white teachers	$38 77	$32 09	$33 97
To colored teachers	26 83	20 48	24 16

Average salary per month in the State $29 16

FINANCIAL SUMMARIES.

(Taken from reports of County Superintendents.)

Total receipts from all sources for public schools	$1,292,273 53
Total expenditures	1,117,110 82
Amount carried forward to next school year	191,299 12
Miscellaneous expenses	28,745 25
Amount paid in salaries of county superintendents	33,307 21
Highest salary paid to county superintendents	800 00
Lowest salary paid to county superintendents	150 00
Average salary paid to county superintendents	450 10
Expended for building school houses	116,951 50

ITEMIZED AMOUNTS OF SCHOOL REVENUES FOR 1888-'9.

(From reports of County Superintendents.)

Brought forward from 1887-'8	$139,289 43
State distribution	259,735 26
County levies	341,422 13
City levies	95,960 67
Polls	163,944 87
Fines and forfeitures	53,427 84
Chickasaw interest	56,955 30
Sixteenth section fund	18,117 46
Railroad tax	16,279 49
Other sources, (estrays, land redemptions, bonds, liquor licenses)	78,712 03
Two and three per cent. school-house fund	78,429 05
Total from all sources	$1,292,273 53

SEPARATE SCHOOL DISTRICTS.

SYNOPSIS OF STATISTICS.

Number of separate school districts in the State in 1888–89 34

Educable children:

	Male.	Female.	Total.
White	8,968	9,746	18,714
Colored	7,858	8,579	16,437
Both races	16,826	18,325	35,151

Number enrolled:

White	4,723	5,398	10,121
Colored	4,044	4,990	9,034
Both races	8,767	10,388	19,155
Number enrolled out of every 100 educable children	52	56½	54½

Average daily attendance:

White	2,944	3,508	6,452
Colored	2,492	2,824	5,316
Both races	5,436	6,333	11,768
Number in average attendance out of every 100 educable children	32⅓	34½	33
Number in average attendance out of every 100 enrolled	62	61	61½

	White.	Colored.
Per cent. of educable children who were in schools	54	55
Per cent. of enrollment in average attendance	63½	58¾

Expended for each educable child	$ 4 25
Expended for each enrolled pupil	7 27
Expended for each pupil in average attendance	12 64
Average number of months schools were in session	8

	Male.	Female.	Total.
Number of white teachers employed	50	183	233
Number of colored teachers employed	52	97	149
Number of teachers of both races	102	280	382

Amount expended in salaries of teachers	$124,811 16
Total expenditures in separate school districts	149,169 07
Average cost of tuition of one pupil for one month	1 33

Average salaries per month:

	Male.	Female.	Total.
White	$90 22	$41 19	$51 84
Colored	45 27	26 02	31 73
Both races	$67 30	$35 94	$42 69

Assessed valuation of all property in separate school districts	$ 28,462,335 00
Assessed valuation of all property in counties containing separate school districts	90,818,985 00
Total assessed valuation of all property in the State in 1889	158,000,000 00

SUPERINTENDENT'S REPORT.

The public schools of Mississippi are making steady and substantial progress.

The following facts indicate the lines and degree of improvement made during the two years embraced in this report:

SCHOLASTIC YEAR 1888–89, COMPARED WITH 1886–87.

1. Increase in enrollment.....	51,213	or 16 per cent.
2. Increase in average daily attendance.....	28,562	or 15 per cent.
3. Increase in number of schools...	919	
4. Increase in number of first grade teachers.....	1,018	
5. Number of school-houses built...	826	
6. Amount expended for country buildings 1888–89.....	$116,951	
7. Expended for buildings last two years (approximate).....	$330,000	
8. Increase in amount collected for public schools.....	$294,465	
9. Increase in amount expended including $116,951 for building..	$276,464	

11. Increase of one day in the average length of term.

Taking into consideration the increased attendance, length of term, and number of schools, the system has cost proportionately the same as in 1886–87.

In sixty-six counties the collections exceeded the disbursements by $191,300, while practically only eight counties exceeded their collections, incurring a debt in all of about $15,000.

Twelve of our towns and cities within the past two years have erected school buildings costing in the aggregate, $190,000. Estimating the 812 country school-houses at $175 each, or $142,100 for all, we have expended for school-houses a total of $332,100.

Our teachers have met in 1,954 institutes and devoted one day each month to the improvement of their qualifications. Through the influence of the institutes and the uniform an-

nual examinations, much study has been done at home and in summer normal schools, resulting in an increase of 1018 first grade teachers.

The State Teachers' Association has been revived, and meets annually at the Capital to discuss educational topics; while three district associations have been organized and hold annual sessions during vacation in different portions of the State.

These associations stimulate professional pride, inculcate higher views of duty, enlighten public sentiment and popularize the school system.

County and city superintendents have visited and inspected the school-room work, have corrected many defects, and greatly improved the teaching service, so that it is not an overestimate to say that the children are to-day receiving twenty-five per cent. better instruction than formerly.

These causes combine to express themselves in the concrete facts of 51,000 more children in the schools, and fifteen per cent. more in average attendance; in the twelve elegant buildings that have arisen to adorn our towns and to open the fountains of knowledge to their youth; in the 600 framed school-houses built for country boys and girls; in the extended terms of all separate school districts and of many of the country schools of every county.

An era of improvement has manifestly begun; and though we are yet far from realizing the final aims of a great state system, still we find many causes of satisfaction in the achievements and evident progress of our free schools.

SCHOOL-HOUSES—DISTRIBUTION OF THE 2 AND 3 PER CENT. FUND.

The Attorney-General and State Superintendent were required by law to distribute the 2 and 3 per cent. fund received from sales of government land. The amount at the time of distribution was nearly $$78,429.05. The following circular was sent to the county superintendents with the design of curing the defects of the law, which made no provisions as to the application of the money:

DEPARTMENT OF EDUCATION,
JACKSON, MISS., January, 1889.

DEAR SIR: In December, 1888, the State distributed for building and repairing school-houses, the sum of $78,429.05, in accordance with an act of the Legislature approved March 9, 1882, and an amendment thereto approved March 15, 1884. Your county received its proportionate share through the Auditor's warrant drawn in favor of the president of the board of supervisors.

The act of 1882 provides that the board of supervisors "shall apply this fund to the building of good school-houses and repairing the same," the distribution of the money to the various districts being left to their discretion.

The object of this circular is to call your attention to the fund, and to suggest a plan of distribution. Being familiar with the condition of your houses and the necessities of your districts, your suggestions and advice will be of valuable assistance in securing the most advantageous application of the fund. The fund is too small to accomplish much good if distributed equally to the districts. Many districts already have comfortable and well-equipped houses, and the public welfare demands that the fund be used to erect houses and make repairs where they are most needed. The fund is insufficient even for this, and must in some way be supplemented, to prevent its being frittered away in small amounts.

Two plans have occurred to me, by either or both of which the fund may be increased:

1. The supervisors may appropriate to building school-houses any surplus of the common school fund carried over at the end of the scholastic year. Many counties have such a surplus, a portion or all of which can be added to the "school-house fund," lately distributed by the State. I have consulted the Attorney-General and find that it will be legal to appropriate the surplus for this purpose.

2. Another means of supplementing this school-house fund is for supervisors to propose to districts needing houses or repairs that the county will bear part of the expense if the district will meet the rest. Many districts can easily raise $100, and in order to have a first-class school-house would be willing to do so, if the county would appropriate an equal sum; while other districts could contribute materials and labor on the same conditions. In a few districts, through the liberality of progressive patrons, good houses have already been built, though many of these are poorly equipped with furniture, blackboards, and other necessary appliances. In such cases it would be but fair that the county should propose to assist in furnishing the houses.

This plan is upon the principle of helping those who help themselves, and in my judgment will be found practicable and eminently advantageous to our common schools, for if we can induce our people to invest their money in school buildings they will at once begin to take a livelier interest in the schools.

I request, therefore, that you present to the supervisors these and such other suggestions as your judgment and experience may dictate. A quick and permanent impulse to the educational interests of a district will follow the erection of a comfortable and attractive school-house Many of our towns have taxed their property for buildings and equipments. They help themselves, and our country districts, if the matter is properly urged, will be no less eager or determined to give similar blessings to their children.

We need good, attractive, comfortable country school-houses, and let us begin to secure them by the most judicious expenditure of this "school-house fund."

Yours truly,

J. R. PRESTON.

The rapid accumulation of this fund was a most fortunate event for our public schools. At the time the law passed there were only $7,000 in the treasury to the credit of this fund, and the law required its distribution when the sum should exceed $15,000.

The suggestions of the circular letter were followed in many counties with the most gratifying results. Appropriations from the surplus fund of the preceding year were made by the supervisors, and school districts were offered assistance if they would contribute an equal sum and make to the county a deed of the house and lot.

This led to the erection of 475 new school-houses up to October 1, 1889, nine months after the distribution. Several counties had not disbursed their share, and in others the houses were not all built, so that a complete report can not be made of the beneficent results of this fund. I estimate that at least 500 excellent framed houses will be built as a direct result of the impulse this fund has given to our educational interests.

I regret to state that supervisors in some counties prorated the fund to the districts and thus virtually wasted it, while others applied it unlawfully to the payment of teachers' warrants.

The most gratifying report comes from Superintendent E. P. Thompson, of Monroe county, where the supervisors supplemented the fund by an appropriation of $2,000, and conditioned its disbursement as suggested in the circular. Forty-one new school-houses were erected and equipped, costing from $200 to $700 each, while many others were repaired and furnished with stoves and blackboards.

From Lowndes, too, we have a cheering report: "Every white school in the county will open in a comfortable framed house supplied with maps, charts, blackboards and stoves, and seated with patent desks of the latest and most approved style."

Reference to the narrative reports of Superintendents will show what disposition was made of this fund in each county.

If supervisors will appropriate the surplus school fund, or a portion of it, to building houses in those districts whose patrons are willing to contribute, Mississippi will soon have an attractive school house in every district. The policy should be to induce the people to invest their money in school-houses; it makes them interested partners in the success of the schools.

The people of Hebron district, in Lawrence county, built during the past summer a school-house, which with equipments, cost $2,500. In Yalobusha county, four buildings were erected, each costing from $600 to $1,200 when equipped.

In these districts ten months' schools will be maintained. Many other such buildings have been erected by country districts, and they are an index of the zeal and prosperity of our people.

Towns and country alike are awake to the necessity of comfortable school-houses, and the reciprocal stimulating influence, before it stops, will reach the remotest districts of the State.

ENUMERATION OF EDUCABLE CHILDREN.

There is a discrepancy of 11,000 between the Auditor's

list of educable children and the number reported by the county superintendents. The enumeration taken by the teachers when compared with that of assessors shows great inequalities. In Copiah they report 2107 more children than are found on the Auditor's list; in Lee, 2887; in Panola, 2751; in Sharkey, 2443. Many of our counties are losing largely from their erroneous enumerations. We have no reliable data upon which to make the State distribution, and the rapid increase of population in different sections of the State, renders it imperative that a biennial enumeration be taken.

EDUCABLE AGE.

Some very erroneous notions are prevalent in the State about the results which a reduction of the educable age would produce. It is argued that the limits should be from seven to seventeen years, and that this change would result in—

1. Eliminating those who are too young to profit by attending school.
2. The correction of a supposed advantage now accruing to colored children.
3. Ability to extend the term of the free schools.

In order to form an intelligent opinion on this subject, it is necessary to examine the statistics of other States and see what limits are fixed by their statutes.

Massachusetts has no limits.

The *minimum* age is fixed in 4 States and Territories at 4.; 15 States and Territories at 5; 22 States and Territories at 6; 3 States and Territories at 7; 1 State at 8.

The *maximum* age is fixed in 31 States and Territories at 21; 6 States and Territories at 20; 7 States at 18; 2 States at 16.

Twenty States begin at 6 years of age; 20 below 6; and 31 end at 21 years of age.

We thus see that the judgment of this country is overwhelmingly committed to a school age extending from 6 to 21, while it is about evenly divided on the propriety of beginning below 6.

To obtain data as to attendance at the different ages in this State, a circular was sent out to the county superintendents in November, 1889, requesting statistics on the following topics:

1. The number of pupils enrolled, last February, in five white schools, with the number reported of each of the following ages: 5, 6, 15, 16, over 16.
2. The number of pupils enrolled, last February, in five colored schools, with the number reported of each of the following ages, 5, 6, 15, 16, over 16.

Statistics were received from 600 schools, 300 of each race The tabulated results furnish a safe basis for calculating the number of pupils who are enrolled at the different ages.

Table showing the number of pupils of different ages enrolled in the public schools:

WHITE.

Age 5....	No. enrolled.....	6,383.....	4.3 per cent.
Age 6....	"	9,797.....	6.6 "
Age 15....	"	10,539.....	7.1 "
Age 16....	"	7,422.....	5 "
Over 16....	"	10,836.....	7.4 "

COLORED.

Age 5....	No. enrolled.....	3,922.....	2.3 per cent.
Age 6....	"	9,025.....	5.2 "
Age 15....	"	11,454.....	6.6 "
Age 16....	"	9,719.....	5.6 "
Over 16....	"	10,760.....	6.2 "

BOTH RACES.

Age 5....	No. enrolled.....	10,375.....	3.2 per cent.
Age 6....	"	18,822.....	5.9 "
Age 15....	"	21,993.....	6.8 "
Age 16....	"	17,141.....	5.3 "
Over 16....	"	21,596.....	6.7 "

DEDUCTIONS.

11 per cent. of the whites enter school under 7 years of age.

7.5 per cent. of the colored enter school under 7 years of age.

7.4 per cent. of the whites remain in school after they are 17 years of age.

6.2 per cent. of the colored remain in school after they are 17 years of age.

If the educable age began at 7 and ended at 17, eighteen per cent. of the white enrollment would be cut off; 13.7 per cent. of the colored enrollment would be cut off.

In other words: 18 out of every 100 whites enrolled, or 27,016 of those enrolled in 1888-89, are outside of the limits of 7 and 17, while 13.7 out of every 100 colored enrolled, or 23,777 of those enrolled in 1888-9 are outside of the limits of 7 and 17; and 16 out of every 100 of both races enrolled, or 50,793 of those enrolled in 1888-9, would be deprived of free school privileges by fixing the educable age from 7 to 17.

If the educable age were from 6 to 17, twelve per cent. of the

white enrollment, or 17,219 pupils, would be cut off from school privileges. 8.5 per cent. of the colored enrollment, or 14,751 pupils would be cut off from school privileges. Ten per cent. of both races, or 31,971 pupils would be deprived of the free schools.

We find then, 1. That in forty States and in Germany, 6 years of age is considered not too early for children to begin school, while in twenty States and in England they may begin at five.

2. That by beginning at 7 and ending at 17 we would annually deprive 27,016 white children of school privileges, and 23,777 colored; 50,793 of both races, or 16 per cent of the total enrollment.

3. That by making 6 and 17 the limits, we would cut off 17,219 whites, 14,752 colored, 31,971 of both races, or 10 per cent. of the whole.

Further, the very children to be benefitted by the public schools are the poor. It is well established by statistics carefully collected, that most of them leave the schools and go into the various occupations at the ages of 13 and 14.

It is idle to assume that they should remain longer; or that they would do so, under other school requirements. The fact remains that they do not; and even the most stringent compulsory law, as in France, England and Prussia, do not require attendance after fourteen.

So, as a matter of fact, children who are poor—those who must work for their living, and they are known to constitute the large majority—by entering at five and leaving at thirteen or fourteen, can get, in our four or five months country free schools, not more thirty-two to forty months' instruction—or about the equivalent of three or four sessions in a ten-months' school. We must deal with the condition, as it is throughout the United States, and throughout the world. That condition is, the great majority of pupils leave school before they are fourteen.

Our opportunities even now are very meagre, and it would be unwise to curtail them.

As to extending the term by reducing the limits of the educable age, it is necessary only to call attention to the fact that our difficulty is not with the overcrowded schools, but on the contrary in maintaining separate schools for the two races, we are continually confronted with a sparseness of population which makes it almost impossible to locate enough schools to accommodate all the children and at the same time have those schools large enough to justify the employment of competent teachers. The schools now are rarely too close to each other. Hence if we reduce the limits of the educable age, we would retain the same number of

schools with smaller attendance in each, or if we had fewer schools, we would inevitably place them beyond the reach of the children.

Therefore we see no economical, or educational, or racial advantage in changing the educable age. I have presented this subject at length, because to the casual observer the fanciful assumptions and claims of the mere theorist are both captivating and delusive. The light of investigation exposes the fallacies, and when the curtain is drawn we have left to view only a visionary scheme.

With five and twenty-one as the limits of the educable age we can maintain our schools as long and at the same cost that would be necessary if the age were from seven to seventeen, and we can, in addition, give instruction annually to 50,793 pupils.

The educable age should therefore remain as it is.

INSTITUTES.

The law requires the superintendent to divide the county into three institute districts, and to hold one institute in each district every month during the free school term.

The reports show that 1,954 of these institutes were held during the past year, and that they resulted in much good whenever properly conducted.

Outlines for institute work were compiled in this office, and were taken mainly from the carefully prepared outlines issued by the Indiana Department of Education, being modified and adapted to the conditions of our State.

While the institutes as at present conducted have done and are doing much to improve our teachers, I feel constrained to renew the recommendation made in the last biennial report, that the law be amended so as to provide for a week's institute to be held at some convenient time when the schools are not in session.

This county institute should be conducted by an expert manager employed by the superintendent and paid out of the school fund of the county. Fifty dollars—or the salary of one teacher for one month—would employ the expert institute director and furnish a week's instruction to all the teachers.

The need of such instruction is apparent when we remember that more than 4,000 second and third grade teachers are now in charge of schools. Their meagre salaries will not enable them to attend normal schools, and it is folly to hope that they will be materially improved unless the State places instruction within their reach.

The county institute is universally conceded to be the most effective agency by which to reach the country teacher. Most of the States support these institutes, finding that money thus spent in the elevation of the teaching corps is speedily

returned in improved quality of instruction. Here is the practical question: Is it wiser to pay out the school fund to incompetent and worthless teachers who do not and cannot educate the children, or to spend a small portion of that fund in qualifying the teachers to do effective work?

From fifty to seventy-five dollars to the county will give this valuable instruction to all our teachers, and continued from year to year will invigorate the whole system. Licenses should be refused to those who do not attend, except in cases of actual sickness. The county should pay the manager; for it must be remembered that the teacher will be required to give a week's time and pay a week's board. The custom of most States is to pay teachers full or partial salaries during the institute, but this is inadvisable with us, because it would necessarily diminish our school term one week. Recognizing the great benefits to accrue to the State, all the county superintendents and every association of teachers within the past two years, have endorsed this recommendation for the establishment and support of county institutes.

Professionally trained teachers is the cry of the age. Mississippi does not stand alone in her need of them. The whole nation is demanding them, for it has found out that incompetency in the teaching service is a blight and a curse.

It has been suggested that the examination fee be used to pay the subscription to a school journal for each teacher. As an auxiliary means of improving the teaching force this would be signally effective. It would shed light on many a dark path.

SIXTEENTH SECTIONS.

Mississippi received from the United States, in 16th sections, 661,000 acres. In lieu of 16th sections in Chickasaw cession, 174,550 acres.

The conditions upon which these grants were made and the legislation enacted by Congress in relation thereto, may be found in the appendix of the Revised Code of Mississippi, (1857.) The leasing of 16th sections under the statutes of the State has been neither uniform nor judicious. It has been entrusted to boards of police, to county school directors, to county school commissioner and to boards of supervisors. Various shifts and devices were enacted from time to time for the purpose either of saving or destroying the children's heritage. The only uniformity discernible at this distance from the time of the transactions, is that manifested in the fact that the lands went and no revenue came in return. The curious reader is refered to Hutchinson's Code, Chapter IX, for a history of the legislation about 16th sections.

The State Board of Education during the first decade of our free schools were made supervisors and custodians of these lands and the sums derived therefrom, and their reports from 1871 to 1880 throw but little light upon the obscurity that everywhere envelopes them, and with singular unanimity contain the admission that no reliable data could be had on the subject. Hon. J. A. Smith, while State Superintendent, continued the search, but his efforts, like those subsequently made by the department, have resulted in eliciting only the comforting information: "Leased for 99 years, notes and revenues all lost or squandered."

A few counties have 16th section funds held for the townships by the county treasurers.

A complete and satisfactory report of the fund of Warren county was furnished for 1889 by her efficient treasurer, John M. Cameron, and is published in the appendix of this report.

The treasurers at present make reports to the boards of supervisors, but they should be required by law to furnish this department annually with a report similar to that of Warren county. These reports could then be tabulated and incorporated into the permanent printed records of the State.

Practically the only unleased sixteenth sections remaining to us from this munificent grant are situated in the Yazoo Delta.

Within the past few years the 16th sections of some townships have been parcelled out and leased for 99 years by the owners of adjacent lands, the sum paid being from two to four dollars per acre.

The recent development of the marvelous resources of the Delta has brought these lands into the market, and unless they are protected by some practical legislation they will soon pass into the hands of individuals and be virtually lost to the children of the townships.

1. Supervisors should be prohibited from leasing any 16th sections for more than eight years and the improvements made should be in lieu of rent for the period of the lease.

Sixteenth Section Fund—A general law should be passed requiring the rent of all 16th sections to be invested in bonds and only the interest thereon to be used in the support of schools.

A section with 400 acres of cleared land will rent for $2000. This sum invested annually in bonds will in ten years give a fund of $20,000, which at 5 per cent. interest would yield a revenue of $1000 for the schools of the township. In twenty years the fund would be $40,000 and the interest $2000. The fund and interest would be yearly increased by the rent of the land, and the schools of the township could be maintained ten months in the year.

I am informed that some of these school lands are claimed by persons in possession who have no legal titles. Supervisors should be empowered to employ counsel to make abstracts of the titles of all 16th sections about which there is any doubt.

UNIFORM EXAMINATIONS.

The system of uniform examinations provided by the law of 1886, though attended with some practical difficulties, has been of incalculable benefit to our schools. The superintendents have, in most counties, endeavored to comply with the provisions of the statute. The faithful execution of the law shows more clearly from year to year the advantages of a uniform and strict test of the scholarship of our teachers.

Over 1000 teachers under this direct stimulus have advanced to the first grade. It cannot be denied that these strengthen the teaching force. Their strength combined with the marked improvement in the qualifications of the teachers of lower grades is an increment of teaching power, difficult to measure, but potent in results.

Intelligent criticism claims that a technical examination is not a test of a teacher's real value. We may grant the truth of the claim; and yet, first of all, the State must test the teacher's scholarship, which can be done only by an examination. The actual teaching ability must be determined by the work of the school-room. Trustees and superintendent, by inspection of the work, discover that the teacher can govern, can instruct, can train, can arouse enthusiasm. These officers are the State's agents and they measure fully the teacher's real and permanent value.

Georgia, in the revision of her school law, by the last Legislature adopted the system of uniform examinations upon questions prepared by the State department. The progressive superintendent is advocating this system in Texas and furnishes questions to county superintendents who will agree to use them according to instructions.

The State of New York, with 30,000 teachers and a system of schools costing annually fifteen millions of dollars, has through the influence of Superintendent Draper introduced uniform examinations, though not provided for by the State law.

He speaks in unqualified terms of what has been and can be accomplished by the State's taking hold of this vital power for the elevation of her teaching service. I quote from his report of 1889:

"This is the most important movement in the school affairs of New York since the establishment of the free school system. Indiscriminate licensing is over. Teachers stand upon their merit. They may now respect themselves

more, as they will certainly be more respected. They have worked during the last year as never before, honestly striving to rise into the upper grades, and to procure the higher class of certificates.

"Thus we are able to control the matter, secure the best of those wishing to teach, and make their positions more respectable and more respected. * * * Individuals must accommodate themselves to the system and not the system to individuals.

"This great reform has gone into operation peacefully, without trouble, without disastrous consequences, with nothing but good results thus far and with excellent promise of better results in the hereafter."

The agitation and criticism and friction occasioned by this provision of the law of 1886, have been great educational forces in our State. Sixty county superintendents commend these examinations as the factor which has done most for the teachers of their counties.

My own judgment is that the teaching service of the State has been made 25 per cent. more effective through the single influence of uniform examinations.

An amendment is needed granting the State Board power to send out manuscript lists of questions instead of the printed lists now required.

This amendment is necessary because of the frauds that have been committed by some unscrupulous person in procuring a list of the questions before the day on which they were to be used, and selling them to no less unscrupulous applicants to teach. This fraud was committed last spring, but was discovered in time for the State Board to revoke the examinations in several counties by instructing the superintendents not to issue any licenses thereon, and in order to prevent its repetition in the fall we had the questions printed outside of the State. It is a sad commentary on the integrity and sense of honor of the teachers who were parties to the fraud.

As was done in Indiana for the prevention of a similar imposition, we should make it a misdemeanor punishable by fine or imprisonment to have possession of the questions, or to use them in any other manner than that prescribed by the statute.

LICENSES TO TEACH.

Many of our county superintendents, and among them some of the most widely experienced and intelligent ones, advocate annual examinations for all teachers.

The best educational practice of the country leads me to conclude that in our present state of advancement it would

be wise to extend beyond one year the licenses granted to our best teachers, whose scholarship and experience entitle them to professional recognition.

1. All second and third grade teachers should be examined every year.

2. First grade teachers whose average reaches 85 per cent. should be licensed for two years, and those who average 90 per cent. for three years.

3. The second 3 years license should be renewable in the county where issued, as long as the holder continues in the service.

4. A State licenses should be granted only to persons of known scholarship and of at least three years experience. They should be based upon a three years license and upon a further special examination in subjects not embraced in our free school curriculum, and be made to correspond with those issued in other States, being evidences of broad scholarship and teaching ability, and granted to no person who has had less than five years experience.

A system of licenses thus graduated would be a constant stimulus to the teachers, inciting all to higher attainments and offering the worthy a recognition of their ability in the form of a permanent, valuable, professional license. Besides, the number to be examined each year would be materially diminished and a closer scrutiny could be exercised and the papers more accurately graded.

In my judgment, two practical teachers should be joined to the county superintendent to form an examining board. The three, acting as a board, or court, should hold the examinations, and grade the papers. I think this would give more satisfaction to teachers, relieve superintendents of many unjust charges, and better satisfy the public of the real merits of teachers.

The experience of the past three years has demonstrated that one day is insufficient time to examine first grade teachers. I suggest therefore an amendment changing the examinations to Thursday and Friday of the first four weeks of October and May, or giving the State Board of Education discretion to fix the days.

A CHAIR OF PEDAGOGY IN THE UNIVERSITY.

To the Trustees of the University and the A. & M. College:

GENTLEMEN—The Association of the Teachers of Northwest Mississippi assembled at Water Valley, July 3, 4 and 5, and had in their programme the subject, "Training Schools for Teachers," after extensive discussion and mature deliberation, report through their committee the following:

That we recognize unity of action among the different lines of work in the State as specially essential to the interest of thorough education, and that time and thorough preparation of teachers are necessary to the furtherance of the educational cause in Mississippi.

That we believe a school for training of teachers in our State is necessary and that now is the time for its establishment.

That we believe Mississippi can educate her own teachers and that we deprecate the necessity of her teachers being compelled to go outside of the State for such training.

Recognizing the position of our State institutions and feeling a deep interest in their welfare, and believing that trained teachers can best fill the gap between the common school course and those of the colleges and University, we ask you to consider earnestly and seriously this matter and inform our committee, as soon as convenient, whether or not you think it advisable to establish a Chair of Pedagogy in the A. & M. College and one in the University, a Chair to be used strictly for the training of teachers for our common and graded schools.

We further ask that you endeavor to establish at these institutions a summer course for those of our State who are now teaching, but who desire to perfect themselves in their work.

We believe that an action on your part favorable to this request of teachers who have at heart the welfare of our State institutions will not only result in great good to our State in the common schools and be an impetus to educational work, but it will have a tendency to build up an interest in your own institutions and widen the channels of their usefulness.

Resolved, therefore, that a committee be appointed to go before the Trustees of the University and the A. & M. College and endeavor to obtain some action on their part in this matter.

Further. That this committee ask the E. M. T. Association to co-operate with us, and, if failing to obtain our request at the hands of the trustees, that this committee, jointly with the one from the E. M. T. A., be requested to memorialize our Legislature through our State Association for some action in this line of work. Passed by the Association.

Respectfully,

T. J. NEWELL,
A. J. AVEN,
MISS M. V. DUVAL,
MISS EUGENIA SMITH,
J. G. WOOTEN,
Committee.

The foregoing resolutions are most heartily endorsed.

A. A. KINCANNON,
J. R. PRESTON,
E. P. THOMPSON,
J. R. EDMUNDS,
J. M. CARTER,
Committee for East Mississippi Teachers' Association.

July 10th, 1889.

A similar resolution was passed by the State Teachers' Association, which convened in the city of Jackson, December, 1887.

At their meeting held in Jackson in September, these resolutions were presented to the trustees of the University, and met with general approbation. A committee was appointed to consider the advisability of establishing both the chair of pedagogy and the summer normal session. It is confidently expected by the teachers of the state that this committee will make a favorable report and that when the next session opens, the profession of teaching will be recognized by a school of pedagogy in our State University. This will place the teachers in accord with the University, will insure their

cordial support of its interests, and will speedily prepare our young men to take the best places in our public school system.

Within the past two years Water Valley, Grenada, Sardis, Jackson, Crystal Springs, Hazlehurst, Macon, West Point and Okolona—ten of the best educational towns in the State—have employed principals at salaries ranging from $850 to $1,500 per year. *Not a single Mississippian was selected.* These towns wanted professionally trained men—the State could not furnish them.

Steps should be taken to unite these high schools in active sympathy and co-operation with the University, and nothing will contribute so largely to this end as a chair of pedagogy at that institution. Our young men leave the University every year and enter professions in which they cannot after ten years earn salaries larger than these towns would pay them almost at the beginning, if they were trained in the science of teaching.

Those salaries are nearly equal to those paid in colleges, and many of our most talented young men would enter the profession of teaching if they could obtain the training to enable them to compete with those who have been educated in normal schools.

There are not less than two hundred of these secondary schools in the state, in which the salaries range from $800 to $2,000 per annum. The young men of the State should be prepared to fill these desirable positions.

A NORMAL SCHOOL.

The teachers of the State in every association meeting held this year, have recommended the establishment of a normal school for training white teachers. The associations are composed of the leading educators of Mississippi, and the recommendation represents their deliberate judgment. They have appointed committees to act conjointly in pressing this matter upon the attention of the present Legislature. Having the best interests of Mississippi ever before them, they realize that she must eventually follow the other States of the Union, and the governments of Europe, in providing professional training for her teachers.

An inspection of the statistics below will show that their judgment is based upon the experience of the enlightened nations of the world—an experience which recognizes the establishment and maintenance of normal schools as a necessary factor in a system of public schools.

TABLE COMPILED FROM THE LAST REPORT OF THE NATIONAL BUREAU OF EDUCATION.

	No. of Normal Schools.	No. of Students.
Austria	139	11,114

France	90	8,938
Prussia	113	9,752
Italy	135	10,239
Argentine Republic	34	11,141
German Empire	202	13,732
United States (public)	135	17,319

From a circular letter sent in October, 1889, to the State Superintendents, I obtained the following information:

	No. of Normals sup. by State.	Appropriated Annually.
Alabama	6	$22,500 00
Calafornia	3	57,000 00
Florida	2	
Illinois	3	54,550 00
Indiana	1	20,000 00
Iowa	1	15,000 00
Kansas	2	29,700 00
Louisiana	1	7,500 00
Maine	2	19,000 00
Maryland	2	12,500 00
Massachusetts	6	71,800 00
Michigan	1	87,500 00
Minnesota	3	50,000 00
Missouri	3	40,000 00
New Jersey	1	20,000 00
New York	9	240,000 00
North Carolina	4	12,000 00
Pennsylvania	11	140,000 00
South Carolina	1	8,500 00
Tennessee	1	Peab'y Nor.
Texas	2	20,045 00
Virginia	4	35,330 00
West Virginia	8	13,500 00
Wisconsin	5	99,200 00

I give these facts and statistics to show the universal acceptance of the doctrine that a State which sustains a system of public schools must provide for the professional training of the teachers employed in that system. It is idle to say that our colleges and proprietary schools can do this work. We have had free schools for twenty years, and to-day only 3 in 7 of our teachers hold first-grade licenses, while not 1 in 7 has had any professional training. Are we to continue in this slip-shod work? Is it wisdom to pay out $700,000 a year to teachers of low scholarship and little skill? Is it not a crime to let these tyros practice school-keeping on the youth of our State?

Frequent examinations, institutes, summer normal ses-

sions, educational journals, individual application, may improve the teaching corps, but they can never give us professional teachers.

The cause of the evil is the lack of professional training, and we can reach this cause only through a normal school.

Its advocates do not expect a normal college to place a trained teacher in every free school. But it would send out each year a number of professionals who would become leaders, and who would disseminate the best educational principles and methods. Their work would compel recognition of professional ability, and inspire the people to demand trained teachers. They would yearly prepare others to go into the work, and thus in a few years the whole corps would be renovated and strengthened.

COUNTY SUPERINTENDENTS.

If there is one thing above all others needed by our country schools, it is competent supervision. The State must have an agent to see that her school revenues are expended to the best advantage, and that her children are properly instructed. Towns and cities recognize the value of supervision, and the excellence of their schools is directly due to the intelligent oversight of capable superintendents. Every factory, machine shop, mill, mercantile establishment, even the squad of hands on a farm, has a supervising eye over it, and yet a system of county schools is supposed to be capable of running itself.

The inefficiency of some superintendents, it must be conceded, has allowed many abuses to arise, and caused the following objections to be urged:

1. Superintendents are useless factors in the system, and do not advance the interests of the schools.

2. The money spent for supervision would be best applied to the payment of teachers.

The first objection can be urged only in those counties where the superintendents have neglected their duties. Our law makes these officers responsible to the boards of supervisors and and their pay dependent upon a faithful discharge of duty. Let the people see that the law is executed. Let them also remember that the salary of superintendents in many counties is inadequate compensation for the work that must be done to discharge fully the duties imposed. Some counties pay as little as $150 per year, and yet the superintendent, besides examinging teachers, holding institutes, issuing pay certificates, and making out reports, must visit the schools. I venture the assertion that for the number of days required to perform the work, no county officer is so poorly paid.

The average salary in this State is $450. Here are the duties as summed up by Superintendent Kirkman, of Sharkey:

"To conduct the school system as it should be, in as small a county as this, one must be possessed of great energy and industry and have an excellent horse at command. Our schools will never improve without constant visitations by efficient superintendents. All the time that can be spared from office-work should be devoted to this. But the office-work alone keeps a man busy. I write an average of three or four letters a day the year round —some days fifteen or twenty—most of them requiring reflection and deliberation. Then there are the district maps, educable lists, official record, monthly reports to supervisors, reports to State Board, teachers' reports, pay certificates, etc. The mere matter of issuing a pay certificate requires more time and labor than one would imagine. The monthly report must be scrutinized to see that it is correct, the stub and certificate must then be filled out and signed, its number and amount endorsed on the report, which must be filed away in its proper place after the Superintendent has entered upon his official record its dates of beginning and ending, number of days, amount allowed, number enrolled, average attendance, number of certificate, date of issuance, etc.; frequently with explanatory remarks appended. The annual statistical, financial and narrative reports, and the perusal and grading of examination papers are a work of several hours a day for two months. September and October are devoted to these."

As to the second objection, I need only state that the total salaries of superintendents would not extend the term of schools over three days. It is only three per cent. of the school fund. It is an impossibility to maintain a system of schools without some kind of salaried executive officers. The proposition of spending a million of dollars a year with no paid administrative officers, is an absurdity.

Only four States in the North have no county superintendents, the work of supervision being lodged in salaried boards, Arkansas is the only Southern State without them, and she has a board of school directors in each district.

A system of public schools is a great business, and must be operated on business principles; supervision in a system of schools is more necessary and more directly productive of beneficial results than in any other lines of business.

We certainly cannot form an exception to the generally accepted rule. We cannot dispense with this office. To show that our superintendents are not extravagantly paid, I subjoin the following tabulated information obtained in answer to a circular recently sent to the State Superintendents:

States.	Av. Daily Attend.	No. of Cos.	Salaries Co. Supts.
California	143,000	52	$ 66,265 00
Colorado	31,563	55	40,200 00
Illinois	518,043	122	109,173 00
Indiana	387,194	92	$800 to $1200 each
Iowa	201,070	99	112,000 00
Minnesota	126,400	76	59,000 00
New York	630,000	60	112,000 00
Pennsylvania	674,179	67	186,000 00

SOUTHERN STATES.

Alabama	171,268	66	$ 16,000 00
Florida	53,130	45	20,000 00
Georgia	226,000	137	25,000 00
South Carolina	136,000	35	20,000 00
Tennessee	252,000	96	33,000 00
Texas	113,763	160	33,125 00
Virginia	189,416	101	45,441 00
Mississippi	192,426	74	33,307 00

ELECTIVE SUPERINTENDENT.

I regard the law enacted in 1888 making the office of county superintendent elective, as the most damaging piece of school legislation ever enacted in this State. Superintendents are officers who must of necessity be vested with large discretionary powers, and to fill the office by popular election subjects the man chosen to the influence and importunities of those who want favors.

In granting licenses and fixing teachers' salaries the superintendent is virtually unchecked in his discretion, and with from $10,000 to $20,000 of pure patronage under his control, it will be marvelous if he does not abuse his trust by yielding to the solicitations and unscrupulous demands of those who will claim to have elected him.

The appointment by the State Board of Education, upon the recommendation of the county examining board, by and with the advice and consent of the Senate, is as sound a method of selecting superintendents as can be devised. It is one of the most unpleasant and responsible duties devolving upon the State Board, but it relieves the person selected by them from any obligation to those who would seek by undue political influence, an abuse of his discretion.

The statute making the office elective is defective: 1. In not prescribing definitely the conditions of eligibilty and the mode of filling vacancies. 2. In making the term of office begin a month before that of the incumbent expires.

It is regarded unconstitutional by many of the ablest lawyers of the State because it destroys the uniformity of the system by making the office elective in only a portion of the counties.

For the reasons above, I consider the statute as unwise and liable to produce disastrous results, and trust that it will be repealed, unless held unconstitutional in the case now pending before the Supreme Court.

If the statute is to remain, some further checks should be placed on the power of the superintendent to protect both him and the school interests of his county.

Before leaving this subject I desire to ask a careful perusal

of a paper by Supt. Henderson, published in the appendix of this report. It is a masterly presentation of the relations of county superintendents to a system of public schools.

TEACHERS' ASSOCIATIONS.

There is no better evidence of the awakened interest in public education than the teachers' meetings held during the past two years. The State Teachers' Association has held annual sessions in Jackson and discussed many important questions relating to the condition and promotion of education. Their proceedings were published and disseminated and will form a portion of the permanent educational history of the State. The minutes of the session of 1888 are published in the appendix of this report.

The East Mississippi Association was the only one in active operation until two years ago. We now have four active associations meeting in different portions of the State, strengthening the cause of education, inspiring professional pride and dignity in their members, and popularizing free schools. As an index of the work they are doing, I publish their programmes in this report.

These district associations will be further subdivided, until their meetings will be accessible to all our teachers. I have attended every meeting and cannot speak in too high terms of the excellent work done by them.

HIGH SCHOOLS.

In addition to the graded schools in our towns and cities, the superintendents have reported 150 high schools, the names and principals of which are given in a separate list in this report. The list contains denominational colleges, normal schools and proprietary high schools, which maintain ten months' sessions. Many of these are supported in part by the public fund, and give free tuition during the free school term. The list, if complete, would contain at least 160 schools. The establishment and support of such schools in all parts of the State are gratifying indications of the interest the people are taking in the education of their children.

These schools supply to our youth that grade of instruction usually given in the regular high schools engrafted upon the systems of public education in other States. Their number and patronage have rapidly increased for the past few years, and their progress conclusively shows an advance in the substantial prosperity of our people as well as a realization that they must give their children more extended educational opportunities than can be had in the free schools of the State. Many of these schools enrolled from 250 to 400 students last session.

STATE INSTITUTIONS.

Through the courtesy of their presidents I am enabled to publish (see Appendix) in this volume succinct reports of our State institutions of learning.

In the wisdom of our people these institutions are established and maintained, as radiating centers of literary light, as incentives to higher education, as patrons of learning. They should be liberally supported by the State. The report of Gen. S. D. Lee, president of the A. & M. College, shows unmistakably the damage resulting from the reduction of the appropriation made in 1888 for the support of that school. It has been seriously crippled, and its prior unbroken prosperity cannot be restored and maintained without appropriations adequate to its needs.

I would respectfully urge that another local trustee be appointed for the Holly Springs Normal School.

SEPARATE SCHOOL DISTRICTS.

Following the policy and practice of the other States, Mississippi has from the beginning of her free school system allowed her towns and cities to become separate school districts.

In the first public school law, enacted in 1870, the privilege was granted to towns having 5,000 population; in 1873, by amendment, to towns having 2,000; by the Code of 1880, to towns having 1,000; by the revised law of 1886, to towns having 750.

Many of our towns have special laws granting them full local control of their schools and power to levy a tax in support thereof. This legislation was demanded by their peculiar conditions, and is in exact accord with the universal practice of the other States of the Union.

Educational progress and activity are to-day most prominent in our separate school districts. Thirty-five towns are maintaining their schools from seven to ten months each year, their average school levy being 4 mills, and some of them levying as high as 7½ mills.

To comprehend the condition and rights of these towns it is necessary to understand

THE STATE'S FINANCIAL POLICY FOR THE SUPPORT OF FREE SCHOOLS.

A public school system as an integral part of a State government involves the propositions that the education of her citizens promotes the prosperity of a State, and that the property of the State must be taxed to give opportunities for elementary instruction to all her children.

The Constitution establishes a common school fund, and

confers on the Legislature power to provide additional revenues to maintain the schools four months.

During the first years of our free schools a levy of four mills was made upon the whole property of the State, and distributed with the common school fund to the counties, in proportion to the educable children in each.

This was found to impose excessive burdens of taxation upon the wealthier counties and towns, and the law was amended so as to allow them to retain their four mill levy, which was subsequently reduced to two mills, provided therewith the schools could be maintained four months.

STATE DISTRIBUTION.

The State at present distributes $300,000 pro rata to the counties. About two-thirds of this arises from liquor licenses and fines and forfeitures, the constitutional sources of the common school fund; the remaining $100,000 is transferred from the general State fund and is derived from direct taxation.

Of this $300,000 it is evident that the wealthier counties pay far more than is returned to them.

The State distribution will not maintain the schools more than thirty days, or one-third of the term. The counties are therefore required to levy a tax sufficient to pay for the other two-thirds of the time, this levy being retained by each county for the support of its own schools.

Thus, in a measure, the State seeks to equalize the burden of taxation for free schools, while at the same time she encourages and fosters a more liberal support of them by taking advantage of the willingness of the people to build up home enterprises.

If this county levy were collected by the State and distributed pro rata, the wealthier counties would be overburdened, and would make every effort to keep the levy as low as possible. It would, of course, inure to the benefit of the less wealthy counties, but would be unjust and inequitable towards those counties that now contribute most largely to the support of the State government.

The very principles that justify the retention of the three mill levy in the counties led to the establishment of separate school districts and apply *a fortiori* to them.

The thirty-five separate school districts have nearly one-fifth of the property of the State; hence of the $100,000 transferred from the general fund to make up the deficit in the $300,000 State distribution, they pay one-fifth, or $20,000. In liquor licenses which go to the common school fund they pay $85,000. Thus of the $300,000 State distribution they pay $105,000, or more than one-third.

These towns have less that one-tenth of the educable children of the State, and actually receive from the State distribution only $23,330, leaving $76,660 that they contribute for the support of country schools. They cannot in justice be asked to contribute more, and are entitled by every principle of equity to retain their local levy.

These towns are furnishing high school privileges to half the counties of the State, are educating not only their own children but many from the country, are building and equipping elegant school-houses and are sustaining graded schools in which many teachers are trained for the country districts. They are striding steadily forward, arousing and confirming an educational interest among their immediate citizens, and occasionally awakening a drowsy opponent, whose chief activity is exhibited in grumbling at their prosperity.

ATTENDANCE FROM THE COUNTY.

Reports from 17 towns show an enrollment of 1,401 country pupils. Estimating the other 18 towns at 1,000, we find our separate school districts carrying 2,400 country pupils, or 12½ per cent. of their entire attendance.

The counties pay the tuition of these pupils for four or five months, and the towns let them continue in the schools the rest of the session absolutely free of charge in many places and at actual cost of tuition in the others.

There were twenty-two graduates at Water Valley last year, and nine of them were country pupils. The town gave them six months free tuition annually from the day they entered school till they were graduated.

Recapitulating, we may state the case of the separate school districts thus:

1. They pay $75,000 for the support of country schools.
2. Their average local levy for schools is 4 mills.
3. One-eighth of their enrollment are country children who are admitted free, or at actual cost, to all the departments of the schools.

The conclusion is inevitable that these towns are bearing more than an equitable share of the cost of the public school system, even when they, along with the wealthier counties, are allowed to retain their local school levies. Their contribution of $75,000 to the support of country schools is equivalent to a levy of 2½ mills on all their property.

This is not all: The counties containing separate school districts pay $114,000 privilege tax, of which the towns pay at least 80 per cent., or $91,200, or more than half of the total privilege tax of the State. That this is an additional inequality in the burden of taxation cannot be gainsaid.

Underlying the State's policy for raising school revenues is the principle that communities, like individuals, will do more for themselves than for the State at large.

An equitable distribution of the burdens of taxation demands that counties and separate school districts shall retain their local school levies.

COUNTY TREASURERS' REPORTS.

Through the courtesy of the treasurers I am able to furnish an exhibit of the school finances of most of the counties. By comparing these with the reports of superintendents, many discrepancies will appear. I publish both, for the purpose of showing these discrepancies, and also that I may call attention to the necessity of requiring treasurers' reports to correspond with the scholastic, instead of with the fiscal year.

The report of the treasurer should be made to the State Board of Education on October 10, and a duplicate thereof handed to the county superintendent, and it should show every item of school revenues and disbursements, including the 16th section funds.

RECOMMENDATIONS OF THE STATE TEACHERS' ASSOCIATION.

1. That superintendents be allowed pay for fuel and publishing necessary notices.
2. That the maximum salary of superintendents be fixed at $1,000 instead of $800.
3. That county institutes, under expert managers, be held in May or October, lasting five days; and that supervisors be required to appropriate $50, or so much thereof as may be needed, to pay said managers.
4. That the examination fees be devoted to subscription to a school journal for each teacher who is licensed.
5. That the winter term begin between November 1st and the second Monday of January, and the summer term on May 1st, or as soon thereafter as practicable.
6. That a State Normal School be established for training white teachers.
7. That primary physiology be added to the curriculum of the second and third grades.
8. That the law making superintendents elective be repealed
9. That it be made unlawful to sell or give ruinous cigarettes, or materials out of which cigarettes are made.

I heartily concur in these recommendations for changes in the law.

They are all supplementary, and with such other changes as I have suggested in this report, can be engrafted without changing the system.

The law otherwise, while verbally defective in several places, should remain as it is. It possesses the essential features of a practical system of free schools. Frequent radical changes in a school law are harmful in the extreme.

The people understand and appreciate its practical fea-

tures more fully every year, and its enforcement will still further promote the progress of our schools and the advancement of every educational interest of the State.

It is execution of the law, not change, that we now need.

CONCLUSION.

The growth of our public schools must be gratifying to all true citizens, while their defects and shortcomings are to be sincerely deplored. Many obstacles are to be overcome; but our recent achievements bear promise of better results for the next two years.

Confronted and impeded by the illiteracy and poverty of the colored race, in knitting up the sinews of our shattered civilization we have, for nineteen years treated the negro fairly, nay generously, in the distribution of our scanty school revenues, and have sought to elevate him in morality and intelligence. We cannot afford to be unjust to this illiterate portion of our population; ignorance with its concomitant vices offers only continuous degradation, shiftlessness, and crime.

In the support of a public school system the State is contributing in the surest way to its future welfare and prosperity.

Education, with its beneficent influences and opportunities, must be offered to the unlettered, and pressed in persuasive form upon their attention. It is the uplifting power that insures the prosperity and perpetuity of republics. To provide it is a function of government proclaimed by the statesmen of all lands, and particularly by the leaders of American thought.

Here is what Jefferson says:

"A system of general instruction which shall reach every description of our citizens, from the richest to the poorest, as it was the earliest, so it will be the latest, of all the public concerns in which I shall permit myself to take an interest." And again:

"If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be. The functionaries of every government have propensities to command at will the liberty and property of their constituents. There is no safe deposit for these but with the people themselves; nor can they be safe with them without information. Where the press is free and every man able to read, all is safe."

He prepared a bill, to use his own language, "for elementary schools, for all the children, rich and poor." "One of the provisions of the bill," he says, "was that the expenses of these schools should be borne by the inhabitants of the county—everyone in proportion to his tax-rate."

In another place he adds: "It is an axiom in my mind that our liberty can never be safe but in the hands of the people themselves, and that, too, of the people with a certain degree of instruction. This is the business of the state to effect, and on a general plan."

Madison's words of warning may not be lightly passed by:

"A popular government without popular information, or the means of acquiring it, is but a prologue to a farce or a tragedy, or, perhaps, both- Knowledge will ever govern ignorance, and a people who mean to be their own governors must arm themselves with the power which knowledge gives."

In discharging the duties of this office I have treated our free school system as a great business to be dealt with on business principles. It costs the people a million dollars a year. They expect and should demand that this sum be expended economically and effectively. Business—not sentiment—has been my rule of action.

I have spared no labor during the past four years to advance the interests of the department over which I preside, and by renewed fidelity in the future I hope to merit the approval of my fellow-citizens.

Respectfully submitted,

J. R. PRESTON,
State Sup't Public Education.

EXPENSES OF THE DEPARTMENT.

	1888.	1889.	Total.
Printing	$2,093 05	$1,691 05	$3,784 10
Express	115 65	106 15	221 80
Postage and box rent.	156 50	108 75	265 25
Telegrams	3 05	8 20	11 25
Traveling	74 00	61 90	135 90
	$2,442 25	$1,986 05	$4,418 30
Superin'dent's salary.	2,000 00	2,000 00	4,000 00
Total	$4,442 25	$3,976 05	$8,418 30

In addition to these amounts I have paid

For printing examination questions	$20 00
For clerical service	53 00

General Statistics,

For 1887-1888.

TABLE I.

TABLE II.

County.	Total Educable Children.	Number of Educable Children in the State						Average Monthly Enrollment.					
		White.			Colored.			White.			Colored.		
		Male.	Fem'l.	Total.	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.
Adams	11,208	1017	1094	2111	4947	4150	9097	268	279	547	986	1076	2062
Alcorn	5,143	1824	1699	3523	736	713	1449	1059	967	2026	325	347	672
Amite	5,630	1249	1097	2346	1778	1506	3284	927	849	1776	917	907	1824
Attala	8,564	2407	2470	4877	1598	1645	3243	1660	1608	3268	872	969	1841
Benton	4,104	1049	907	1936	839	739	1578	625	582	1207	438	414	852
Bolivar	3,441	154	159	313	1473	1655	3128	136	153	289	1080	1152	2232
Calhoun	8,405	3200	3500	6700	785	920	1705	1680	1750	3430	720	418	738
Carroll	8,655	1760	1990	3750	1991	2914	4905	1070	1100	2170	931	1290	2221
Chickasaw	5,219	1084	1013	2097	1639	1483	3122	1103	1044	2147	1024	1085	2109
Choctaw	3,632	1347	1120	2467	597	568	1165	374	311	685	166	158	324
Claiborne	6,249	670	576	1248	2564	2437	2401	359	410	769	866	910	1776
Clarke	6,070	1359	1259	2618	1300	2655	3955	859	860	1790	690	754	1444
Clay	7,533	1039	1006	2045	2856	2632	5488	638	573	1211	1127	1151	2278
Coahoma	4,646	370	295	665	2028	1888	3916	191	151	342	1122	1116	2238
Copiah	9,601	2460	2236	4696	2518	2387	4905	1392	1284	2676	1520	1635	3155
Covington	2,637	858	746	1604	516	517	1033	505	409	914	254	215	469
DeSoto	8,837	1326	1185	2511	3170	2756	5926	684	697	1381	1311	1188	2499
Franklin	4,082	856	758	1594	815	875	1690	537	510	1047	575	581	1156
Greene	1,555	623	519	1142	206	207	413	345	276	621	85	80	165

Grenada	5,364	632	663	1295	2245	1824	4069	340	295	635	980	995	1975
Hancock	3,167	1234	1110	2344	422	401	823	600	569	1169	200	211	411
Harrison	3,571	1318	1278	2596	521	454	975	650	651	1301	260	248	508
Holmes	10,651	1407	1577	2984	4384	4248	8632	1032	1028	2060	2118	2565	4684
Hinds	17,915	3350	3370	6720	5091	5104	10195	941	838	1779	1893	2040	3933
Issaquena	4,383	84	80	164	2185	2028	4213	30	42	72	901	846	1747
Itawamba	4,193	1933	1836	3769	253	191	424	1210	1087	2297	160	167	327
Jackson	3,371	1423	1237	2660	387	324	711	617	588	1205	246	296	542
Jasper	5,116	1397	1241	2638	1304	1172	2476	904	843	1747	601	602	1213
Jefferson	4,513	814	800	1614	2210	2135	4354	475	391	864	883	921	1804
Jones	2,094	984	873	1857	115	122	237	767	697	1464	20	18	38
Kemper	6,810	990	1247	2337	1199	1359	2558	785	1160	1945	999	1079	2078
Lafayette	7,675	2131	1962	4093	1843	1739	3582	1354	1260	2614	914	919	1833
Lauderdale	10,856	2523	2400	4923	2880	2989	5869	1508	1368	2876	1109	1185	2304
Lawrence	3,998	1044	969	2013	994	991	1985	614	489	1103	469	420	890
Leake	5,274	1741	1439	3180	1008	1012	2020	1235	1113	2348	626	767	1393
Lee	8,183	3401	2869	6270	2394	2131	4525	2181	1884	4065	1395	1247	2642
Leflore	2,834	173	227	400	1208	1348	2556	108	121	229	985	1044	2029
Lincoln	5,461	1799	1437	3236	1070	1055	2225	1292	873	2166	530	460	990
Lowndes	11,030	803	852	1655	4244	4831	9375	607	606	1213	1683	1807	3490
Madison	7,615	897	985	1882	2790	2943	5743	564	571	1135	1541	1779	3320
Marion	3,147	1243	1262	2505	625	591	1216	1023	983	2003	291	269	560
Marshall	11,622	2252	1910	4162	4261	4034	8295	1248	1223	2471	1631	1549	3180
Monroe	14,760	2560	3430	5990	5980	4400	10300	1300	1473	2775	2730	1790	4120
Montgomery	4,980	1340	1331	2671	993	987	1980	938	956	1894	717	752	1370
Neshoba	3,220	1240	1260	2500	310	302	612	750	800	1550	175	195	370
Newton	5,935	1869	1758	3627	1171	1137	2308	1300	1198	2498	575	688	1203
Noxubee	14,224	842	866	1708	6410	6202	12,512	374	429	803	1889	1985	3874

TABLE I. TABLE II.

County.	Total Educable Children.	Number of Educable Children in the State.						Average Monthly Enrollment.					
		White.			Colored.			White.			Colored.		
		Male.	Fem'l.	Total.	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.
Oktibbeha	10,236	1604	1445	3049	3565	3682	7178	562	566	1128	1047	964	1981
Panola	10,872	1899	1591	3490	3832	3550	7382	1474	1495	2919	2575	2656	5247
Perry	1,578	549	525	1047	245	224	469	425	418	843	65	57	122
Pike	7,126	1988	1582	3570	1889	1668	3557	1117	963	2080	1022	1073	2095
Pontotoc	4,984	2100	1900	4000	780	720	1500	1622	1418	3040	512	408	920
Prentiss	5,486	2078	2038	4116	692	680	1372	1278	1114	2392	313	268	581
Quitman	487	100	90	190	200	150	350	42	39	81	122	96	218
Rankin	6,058	1351	1198	2549	1870	1637	3509	805	679	1484	1125	1188	2313
Scott	5,217	1504	1400	2904	1219	1094	2313	298	343	641	172	166	338
Sharkey	2,049	219	216	435	1349	1298	2642	70	69	139	491	488	979
Simpson	3,518	1197	1101	2298	500	720	1220	949	867	1816	413	434	847
Smith	3,885	1756	1398	3148	389	297	686	1137	981	2118	193	175	368
Sunflower	1,839	263	302	565	760	789	1549	151	175	326	402	417	819
Tallahatchie	4,028	713	725	1441	1092	1014	2106	567	486	1053	943	902	1845
Tate	6,914	1792	1593	3385	2136	1893	4029	1003	990	1993	1362	1152	2514
Tippah	5,307	2106	1888	3994	672	641	1313	1358	1166	2525	250	229	479
Tishomingo	3,121	1314	1702	3043	150	185	335	770	872	1642	154	174	333
Tunica	2,064	79	77	156	550	520	1100	38	35	73	398	427	825
Union	4,458	1801	1696	3497	476	425	901	1116	1083	2199	278	301	579

Warren	11,725	1129	1009	2138	4985	4443	9418	527	581	1108	1783	1903	3686
Washington	12,010	1090	1064	2154	5599	5309	10858	188	172	360	1965	1899	3862
Wayne	3,355	600	550	1150	575	590	1165	451	437	888	326	367	693
Webster	4,166	1450	1300	2650	791	650	1441	750	700	1450	425	530	955
Wilkinson	7,484	694	593	1287	2919	3224	6143	322	316	638	1313	1241	2554
Winston	4,057	1254	1148	2402	1076	1072	2148	740	689	1329	349	876	715
Yalobusha	5,789	1789	1999	3788	1703	1805	3508	1410	1905	3315	1345	1665	3010
Yazoo	12,058	1905	1605	3590	5192	4958	10150	735	753	1488	2004	2129	4133
Totals	464,347	100427	95877	196247	136359	131743	268100	58487	56928	115415	63463	62823	125080

TABLE III.

TABLE IV.

County.	Number in Schools During the Year.						Average Daily Attendance.					
	White.			Colored.			White.			Colored.		
	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.
Adams	316	352	668	1327	1511	3505	207	203	410	659	725	1384
Alcorn	1444	1262	2706	499	478	977	717	621	1338	220	242	462
Amite	1147	1043	2190	1296	1266	2562	717	884	1601	639	670	1309
Attala	1995	2095	4090	1229	1203	2432	1060	1091	2151	630	726	135
Benton	860	749	1609	592	534	1126	414	378	792	274	265	539
Bolivar	153	159	312	1333	1395	2728	119	136	255	828	864	1692
Calhoun	2285	2360	4645	465	557	1022	1443	1504	2947	274	397	671
Carroll	1350	1340	2690	996	1502	2498	820	810	1630	610	843	1444
Chickasaw	1362	1127	2489	1355	1362	2717	806	737	1543	744	739	1585
Choctaw	1123	934	2057	498	474	972	525	422	947	273	294	567
Claiborne	463	503	966	1235	1268	2503	246	292	538	557	581	1138
Clarke	1165	1080	2245	1120	1177	2297	564	620	1184	522	593	1115
Clay	807	685	1492	1473	1483	2956	483	458	941	737	787	1524
Coahoma	227	181	408	1335	1329	2664	113	110	223	794	812	1606
Copiah	1729	1599	3328	1963	2105	4068	1032	1006	2038	1071	1169	2240
Covington	718	641	1359	376	326	702	318	371	689	145	147	293
DeSoto	860	819	1679	1579	1769	3348	412	470	882	826	746	1572
Franklin	784	553	1338	586	517	1103	398	379	777	278	304	582
Greene	760	340	800	106	94	200	242	207	449	51	52	103

Grenada	427	374	810	1317	1211	2528	248	262	510	714	768	1482
Hancock	728	787	1415	216	232	448	431	397	828	150	168	318
Harrison	702	690	1392	292	295	585	473	466	939	197	181	378
Holmes	1173	1237	2410	2880	3280	6160	702	762	1464	1832	2064	3896
Hinds	1207	1124	2331	2394	2756	5150	741	697	1438	1324	1446	2780
Isaquena	34	57	91	981	942	1923	20	34	54	538	525	1063
Itawamba	1720	1467	3187	207	196	403	827	720	1547	111	115	226
Jackson	792	721	1513	329	379	708	468	434	902	190	221	411
Jasper	1235	1082	2317	824	802	1626	678	622	1300	476	449	925
Jefferson	546	502	1048	1186	1238	2424	330	309	639	629	655	1284
Jones	928	857	1785	30	26	56	560	517	1077	15	14	29
Kemper	990	1247	2237	1199	1359	2558	700	1000	1700	849	1000	1849
Lafayette	1900	1875	3775	1691	1460	6926	1024	1054	2078	618	628	1246
Lauderdale	1842	1693	3535	1368	1536	3004	1113	1037	2155	804	811	1615
Lawrence	789	656	1445	805	736	1538	430	375	805	348	308	657
Leake	1615	1389	301	883	852	1735	867	854	1721	428	465	893
Lee	2395	1990	4385	1673	1489	3162	1476	1319	2795	978	848	1826
Leflore	117	189	306	1241	1200	2441	95	115	213	855	925	1780
Lincoln	1380	1227	2612	877	739	1616	1293	873	2166	530	460	990
Lowndes	724	700	1424	1895	2040	3935	459	465	925	1208	1246	2454
Madison	717	745	1642	2181	2500	4681	424	434	858	1115	1356	2471
Marion	1071	994	2065	310	283	593	899	885	1785	213	211	424
Marshall	1328	1196	2524	1773	1559	3532	858	831	1689	1379	1351	2730
Monroe	1708	2080	3788	2780	2900	5680	850	1080	1930	1186	1270	3556
Montgomery	1051	1038	2089	894	735	1629	674	715	1387	383	507	890
Neshoba	850	880	1730	205	200	405	750	789	1539	140	160	300
Newton	1516	1352	2868	737	754	1491	872	831	1703	381	418	799
Noxubee	531	546	1077	2542	2683	5225	331	572	703	1284	1489	2773

TABLE III.

County.	Number in Schools During the Year.					
	White.			Colored.		
	Male	Fem'l.	Total.	Male.	Fem'l.	Total.
Oktibbeha	670	625	1295	1143	1126	2269
Panola	1879	1648	3527	3218	3167	6385
Perry	372	360	732	186	180	366
Pike	1339	1118	2447	1475	1272	2447
Pontotoc	2120	1810	3930	760	640	1400
Prentiss	1594	1371	2965	401	333	734
Quitman	60	55	115	175	140	310
Rankin	1157	968	2125	1456	1331	2787
Scott	1192	1369	2561	738	663	1351
Sharkey	102	97	192	682	647	1329
Simpson	949	867	1816	413	434	847
Smith	1442	1209	2651	239	207	446
Sunflower	200	223	423	468	453	921
Tallahatchie	565	506	1071	964	932	1896
Tate	1630	1391	3021	1503	1428	2931
Tippah	1561	1269	2830	377	344	721
Tishomingo	839	938	1777	190	186	376
Tunica	51	52	103	543	495	1038
Union	1647	1598	3245	401	372	773

TABLE IV.

County.	Average Daily Attendance.					
	White.			Colored.		
	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.
Oktibbeha	415	457	872	784	781	1566
Panola	1216	1184	2400	2182	2216	4396
Perry	283	273	556	136	126	262
Pike	961	803	1760	795	838	1633
Pontotoc	1550	1350	2900	400	350	750
Prentiss	828	578	1406	220	178	398
Quitman	36	33	69	105	84	189
Rankin	850	861	1141	781	853	1634
Scott	924	1114	2038	421	418	339
Sharkey	45	44	89	329	352	687
Simpson	400	253	653	228	240	468
Smith	845	713	1584	131	143	274
Sunflower	104	116	220	213	231	144
Tallahatchie	405	351	756	697	697	1394
Tate	843	692	1535	965	815	1780
Tippah	834	685	1519	200	255	455
Tishomingo	607	683	1290	133	128	261
Tunica	22	30	52	243	220	463
Union	910	840	1750	242	220	562

Warren	594	651	1245	2381	2312	4693	418	497	915	1461	1591	3056
Washington	244	231	475	2278	2404	4682	172	156	328	1498	1420	2118
Wayne	631	575	1206	445	482	927	312	389	699	224	237	461
Webster	1100	1015	2115	500	650	1150	740	676	1416	333	432	765
Wilkinson	370	352	722	1554	1462	3016	243	243	486	945	918	1863
Winston	778	739	1515	685	648	1323	517	529	1046	264	293	557
Yalobusha	1640	2020	3660	1680	1825	5505	1285	1785	3070	1036	1447	2483
Yazoo	987	933	1920	2839	2845	5682	555	578	1133	1544	1605	3147
Totals	77177	70640	147817	85591	81710	162304	45482	44449	89933	45498	48587	94085

TABLE V.—Showing Number Enrolled, Average Attendance, Number Schools, Number Days Taught.

COUNTIES.	Auditor's list for State distribution. No. Educable Children.	Total Enrolled.	Average Attendance.	No. Schools. WHITE.	COLORED.	TOTAL	Average No. Days Taught. COUNTY.
Adams	11,208	7678	3588	25	46	71	80
Alcorn	5043	3683	1800	45	17	62	80
Amite	5677	4752	2910	46	31	77	75
Attala	8564	6522	3507	83	47	130	80
Benton	4104	2735	1331	51	27	78	80
Bolivar	4187	3040	1947	17	36	53	100
Calhoun	5764	5667	3618	74	28	102	80
Carroll	6762	5188	3074	58	44	102	80
Chickasaw	9136	5206	3028	44	36	80	100
Choctaw	3625	3029	1514	42	17	59	90
Claiborne	6269	3469	1675	31	36	67	100
Clarke	6070	4542	2299	51	26	77	70
Clay	7532	4448	2465	35	37	72	98
Coahoma	4646	3072	1829	19	39	58	100
Copiah	9601	7396	4278	67	62	129	80
Covington	2637	2061	983	40	13	53	59
DeSoto	8437	5027	2454	40	44	84	100
Franklin	4080	3284	1359	31	21	52	77
Greene	1555	1000	552	25	5	30	75
Grenada	5426	3329	1992	27	40	67	82

Hancock	3159	1863	1146	38	9	47	80
Harrison	3571	1979	1317	35	10	45	80
Holmes	17,915	8570	5360	41	64	105	80
Hinds	10,858	7481	4208	48	52	100	80
Issaquena	4383	2014	1117	5	26	31	117
Itawamba	4168	3590	1773	50	9	59	79
Jackson	3415	2221	1313	34	8	42	80
Jasper	5116	3943	2225	50	26	76	79
Jefferson	4513	3472	1923	31	31	62	95
Jones	2058	1841	1106	42	1	43	70
Kemper	6810	4795	1849	59	41	100	80
Lafayette	7675	10,701	3324	71	43	114	79
Lauderdale	10,857	6539	3770	63	32	95	80
Lawrence	3998	2983	1460	32	19	51	78
Leake	5274	4736	2614	54	25	79	74
Lee	8183	7547	4621	59	28	87	80
Leflore	2634	2747	1893	14	36	50	80
Lincoln	5603	4328	3156	46	22	68	80
Lowndes	11,029	5359	3378	31	48	79	100
Madison	8421	6143	3329	49	58	107	100
Marion	3147	2658	2208	49	15	64	63
Marshall	11,622	6056	4419	68	68	136	87
Monroe	14,760	9468	6386	78	60	138	80
Montgomery	4980	3718	2279	52	29	81	76
Neshoba	3220	4359	2502	50	10	60	80
Newton	5977	4359	2505	51	25	76	78
Noxubee	14,224	6302	3475	34	50	84	95
Oktibbeha	6038	3559	2438	31	25	56	80

TABLE V.—Showing Number Enrolled, Average Attendance, Number Schools, Number Days Taught.

COUNTIES.	Auditor's list for State distribution. No. Educable Children.	Total Enrolled.	Average Attendance.	No. Schools. White.	No. Schools. Colored.	No. Schools. Total.	Average No. Days Taught. County.
Panola	10,872	9912	6786	60	68	128	120
Perry	1578	1098	918	24	4	28	80
Pike	6493	5194	3393	47	41	88	88
Pontotoc	4984	6330	3650	61	26	87	80
Prentiss	5486	3699	1804	61	14	75	79
Quitman	487	540	258	11	10	21	100
Rankin	6058	4912	2765	57	38	95	70
Scott	5217	3912	2877	78	27	105	80
Sharkey	2045	1528	770	8	17	25	98
Simpson	3518	2663	1121	40	19	59	80
Smith	3885	3097	1858	57	12	69	75
Sunflower	1839	1344	764	16	17	33	100
Tallahatchie	4028	2967	2150	27	41	68	80
Tate	6914	5952	3315	49	38	87	100
Tippah	5307	3551	1873	70	16	86	76
Tishomingo	3121	2153	1540	49	8	57	80
Tunica	2064	1121	515	6	20	26	100
Union	4458	4078	2778	70	22	92	77
Warren	11,725	5939	3971	28	56	84	80
Washington	12,010	7602	4280	13	56	69	100

Wayne	3355	2123	1160	28	14	42	80
Webster	4166	3265	2381	56	20	76	58
Wilkinson	7484	3738	2349	33	47	80	80
Winston	4057	2838	1603	82	26	108	76
Yalobusha	5789	7165	5553	50	30	80	90
Yazoo	12,058	7602	4282	57	81	135	100
Total Average	453,224	310,121	183,018	3154	2289	5443	84

TABLE VI.—SHOWING PER CAPITA COST.

COUNTIES.	County Schools.			City Schools.				
	Amount expended for each educable child.	Amount expended for each pupil enrolled.	Amount expended for each pupil in average attendance.	Amount expended for each educable child.	Amount expended for each pupil enrolled.	Amount expended for each child in average attendance in city schools.	Cost per month of each pupil in average attendance in country schools.	Cost per month of each pupil in average attendance in city schools.
Adams	.84	2.72	5.49	2.97	9.29	17.18	1.37	2.54
Alcorn	1.77	2.48	5.75	2.64	3.66	6.87	1.28	1.37
Amite	1.98	2.52	4.10	.....	.....	.....	1.09	.....
Attala	1.90	2.44	4.61	3.42	6.80	9.28	1.15	1.16
Benton	2.31	2.99	6.15	.....	.....	.....	1.54	.....
Bolivar	.....	.....	.....	.....	.....	.....	.....	.....
Calhoun	.....	.....	.....	.....	.....	.....	.....	.....
Carroll	1.55	2.65	4.48	.....	.....	.....	1.12	.....
Chickasaw	3.17	3.04	5.21	4.53	6.43	11.54	.91	1.64
Choctaw	.....	1.55	1.86	3.72	.....	.....	.41	.....
Claiborne	2.27	3.56	7.52	5.47	10.63	18.56	1.50	2.06
Clay	1.65	2.22	4.30	.....	.....	.....	1.23	.....

Clarke	1.79	3.06	5.74	5.47	8.77	12.73	1.15	1.41
Coahoma	2.08	3.31	5.22	.....	.....	.....	1.05	.....
Copiah	1.25	2 00	3.35	3.60	6.00	9.00	.84	1.00
Covington	1.35	1.73	2.57	.....	.....	.....	.86	.....
DeSoto	2.02	3.40	6.97	.....	.....	.....	1.39	.....
Franklin	1.70	2.84	5.11	.....	.....	.....	1.34	.....
Greene	2.13	3.32	6.01	.....	.....	.....	1.65	.....
Grenada	2.24	2.92	4.79	3.20	5.95	11.95	1.17	1.49
Hancock	2.25	3.83	6.23	.....	.....	.....	1.56	.....
Harrison	2.55	3.92	5.82	.....	6.83	11.12	1.45	1.39
Holmes	1.51	2.04	3.27	.....	.....	.....	.82	.....
Hinds	1.46	2.04	3.85	.....	.....	.....	.....	.....
Issaquena	1.74	3.90	7.80	.....	.....	.....	1.30	.....
Itawamba	2.13	2.60	5.20	.....	.....	.....	1.30	.....
Jackson	1.85	2.74	4.97	.....	.....	.....	1.24	.....
Jasper	1.54	2.03	3.54	.....	.....	.....	.88	.....
Jefferson	2.23	3.84	6.92	.....	.....	.....	1.45	.....
Jones	1.06	2.11	3.51	.....	.....	.....	1.00	.....
Kemper	1.80	4.80	6.60	.....	.....	.....	1.65	.....
Lafayette	2.33	4.11	5.50	11.00	14.30	17.15	1.37	1.90
Lauderdale	1.90	2.58	4.91	2.56	9.86	11.89	1.20	1.25
Lawrence	1.48	2.12	4.34	.....	.....	.....	1.08	.....
Leake	1.74	2 09	3.78	.....	.....	.....	1.00	.....
Lee	1.28	2.10	2.93	2.21	3.63	7.00	.91	1.00
Leflore	1.57	2 14	3.17	.....	.....	.....	.80	.....
Lincoln	1.70	2.14	2.97	.....	.....	.....	.74	.....
Lowndes	1.23	2.76	4.37	5.35	7.29	12.07	.87	1.34
Madison	1.68	2.80	5.19	4.90	10.51	18.50	1.04	2.05

TABLE VI—SHOWING PER CAPITA COST.

COUNTIES.	County Schools.			City Schools.				
	Amount expended for each educable child.	Amount expended for each pupil enrolled.	Amount expended for each pupil in average attendance.	Amount expended for each educable child.	Amount expended for each pupil enrolled.	Amount expended for each pupil in average attendance.	Cost per month of each pupil in average attendance in country schools.	Cost per month of each pupil in average attendance in city schools.
Marion	1.87	2.61	3.15	.....	.....	.....	1.01	.....
Marshall	2.14	2.81	3.21	4.07	7.06	15.40	1.88	1.71
Monroe	1.60	2.48	3.84	7.80	9.15	18.25	.96	2.02
Montgomery	2.11	3.60	6.02	4.05	5.88	10.33	1.58	1.29
Neshoba	2.53	3.74	4.59	.....	.....	.....	1.15	.....
Newton	2.17	2.95	5.13	.....	.....	.....	1.28	.....
Noxubee	1.21	2 88	5.24	4.13	7.34	9.52	1.10	1.05
Oktibbeha	.81	2.65	3.39	4.58	4.82	5.77	.85	1.44
Panola	2.12	2.80	4.10	.....	.....	.....	.68	.....
Perry	2.50	3.59	4.30	.....	.....	.....	1.07	.....
Pike	2.90	3.29	5.04	.....	.....	.....	1.14	.....
Pontotoc	2.32	2.50	3..50	.....	.....	.....	.87	.....

Prentiss	1.99	3.35	4.20	.....	.....	.....	1.05	.....
Quitman	4.66	6.67	8.76	.....	.....	.....	1.75	.....
Rankin	1.63	2.10	3.73	.....	.....	.....	1.06	.....
Scott	2.42	2.72	3.60	.....	.....	.....	.90	.....
Sharkey	1.54	3.10	4.25	.....	.....	.....	.85	.....
Simpson	2.07	2.61	3.71	.....	.....	.....	.93	.....
Smith	2.00	2.18	4.18	.....	.....	.....	.86	.....
Sunflower	2.12	4.10	7.20	.....	.....	.....	1.44	.....
Tallahatchie	1.93	2.95	4.00	.....	.....	.....	1.00	.....
Tate	2.32	2.95	5.30	.....	.....	.....	1.06	.....
Tippah	1.79	2.67	5.07	.....	.....	.....	1.25	.....
Tishomingo	3.05	4.48	6.20	4.24	6.47	8.00	1.55	1.60
Tunica	4.02	4.20	9.14	.....	.....	.....	1.83	.....
Union	2.97	3.29	4.35	.....	.....	.....	1.10	.....
Warren	1.48	2.59	3.81	3.78	9.52	13.10	.95	1.63
Washington	1.43	3.82	5.40	5.54	9.24	12.33	1.08	1.54
Wayne	1.68	2.16	3.90	.....	.....	.....	.98	.....
Webster	2.31	2.98	3.24	.....	.....	.....	1.08	.....
Wilkinson	1 77	3.54	5.60	.....	.....	.....	1.40	.....
Winston	1.60	2.60	4.95	.....	.....	.....	1.20	.....
Yalobusha	2.81	3.27	3.90	w.v. 6.00 c. 4.85	7.75 5.20	8.43 5.83	.86	.58
Yazoo	1.69	3.12	5.59	8.20	13.68	21.84	1.12	2.42
Average Total	2.22	3.09	4.25					1.01

TABLE VII.

TABLE VIII.

COUNTIES.	Institutes.						Number in School During the Year.					
	No. Inst's held.			Amt. of Institute Fund Collected from:			No. teachers examined.			No. teachers licensed.		
	White.	Colored.	Total.	White.	Colored.	Total.	In Fall.	In Spring.	Total.	In Fall.	In Spring.	Total.
Adams	4	8	12	$ 20 50	$ 41 00	$ 61 50	45	78	123	38	63	101
Alcorn	13	7	20	33 00	13 00	46 00	82	10	92	59	20	79
Amite	8	8	16	38 50	34 50	73 00	73	60	133	73	50	123
Attala	9	4	13	25 00	20 00	45 50	112	24	136	86	28	144
Benton	12	8	20	23 00	20 00	43 00	77	9	86	45	28	73
Bolivar	3	3	6	4 00	4 00	8 00	.....	26	26	.....	.....	22
Calhoun	....	....	....	39 00	17 50	56 50	.....	.....	.....	.....	.....	.....
Carroll	5	5	10	17 50	25 00	42 50	80	20	100	36	37	73
Chickasaw	....	....	....	5 00	4 00	9 00	.....	18	.....	64	72	136
Choctaw	4	4	8	13 00	7 50	20 50	26	15	41	30	10	40
Claiborne	13	13	26	17 00	36 50	53 50	71	36	107	30	39	69
Clarke	9	8	17	22 50	18 50	41 00	63	15	78	40	32	72
Clay	12	12	24	15 00	38 50	53 50	103	4	107	30	68	98
Coahoma	12	12	24	6 00	11 50	17 50	28	10	38	17	32	49

Copiah	5	5	10	35 00	30 00	65 00	80	50	130	70	30	100
Covington	4	3	7	11 00	4 50	15 50	.....	31	31	22	9	31
DeSoto	10	12	22	24 00	54 50	78 50	133	24	157	63	86	159
Franklin	6	7	13	17 00	5 50	22 50	16	17	33	21	8	29
Greene	3	....	3	3 50	.....	3 50	10	2	12	10	2	12
Grenada	....	....	....	12 50	28 00	40 50	57	24	81	17	38	55
Hancock	15	....	15	15 50	4 00	19 50	16	23	39	19	6	25
Harrison	4	4	8	34 50	9 00	43 50	54	33	87	45	8	53
Holmes	14	16	30	28 50	63 00	91 50	116	67	183	42	68	110
Hinds	6	6	12	36 00	48 00	84 00	168	.....	168	72	86	158
Issaquena	.....	4	4	3 00	12 00	15 00	23	14	37	7	35	42
Itawamba	16	4	20	30 00	6 00	36 00	63	9	72	49	6	55
Jackson	6	3	9	12 50	4 50	17 00	36	15	51	35	10	45
Jasper	16	8	24	36 00	18 00	54 00	40	60	100	48	26	74
Jefferson	2	6	8	29 50	45 00	74 50	82	47	129	36	39	75
Jones	11	....	11	13 00	2 50	15 50	16	15	31	20	3	23
Kemper	8	8	16	36 00	24 00	60 00	72	48	120	68	52	120
Lafayette	12	4	16	26 00	27 00	61 00	127	40	167	80	73	153
Lauderdale	12	12	24	35 00	22 00	57 00	70	54	124	63	36	99
Lawrence	12	4	16	13 00	10 00	28 00	19	10	29	17	9	26
Leake	12	5	17	30 00	14 00	44 00	40	60	100	60	14	74
Lee	10	7	17	30 00	7 50	37 50	157	12	169	97	42	139
Leflore	....	12	12	9 00	12 00	21 00	24	15	39	18	19	37
Lincoln	5	5	10	30 00	15 00	45 00	40	39	79	43	6	49
Lowndes	8	8	16	52 50	30 50	83 50	105	62	167	72	58	130
Madison	12	12	24	26 00	40 00	66 00	92	40	132	30	60	90
Marion	3	1	4	30 00	6 50	36 50	23	64	87	58	10	68
Marshall	24	25	44	50 50	70 50	121 00	191	75	266	98	90	188

TABLE VII. TABLE VIII.

COUNTIES.	Institutes.						Number in School During the year.					
	No. Inst's held.			Amt. of Institute Fund Collected from:			No. Teachers Examined.			No. Teachers Licensed.		
	White.	Colored.	Total.	White.	Colored.	Total.	In Fall.	In Spring.	Total.	In Fall.	In Spring.	Total.
Monroe	16	8	24	26 00	45 00	71 00	103	60	163	83	90	173
Montgomery	12	4	16	24 00	16 00	40 00	....	....	90	....	....	80
Neshoba	8	8	16	25 00	5 00	30 00	....	....	....	....	....	....
Newton	11	6	17	26 00	5 00	31 50	62	62	124	42	5	47
Noxubee	8	8	16	19 50	30 50	50 00	....	....	....	....	....	....
Oktibbeha	2	2	4	40 00	25 00	65 00	88	42	130	75	38	113
Panola	12	12	24	44 50	55 00	99 50	198	12	210	78	97	175
Perry	...	...	..	14 00	2 50	16 50	20	13	33	30	3	33
Pike	6	5	11	35 00	21 00	56 00	92	57	149	70	49	119
Pontotoc	12	5	17	30 00	12 50	42 50	108	10	118	82	36	112
Prentiss	24	8	32	44 00	5 00	49 00	81	17	98	88	10	98
Quitman	...	...	...	50	3 00	3 50	3	4	7	1	6	7
Rankin	...	...	...	27 50	27 00	54 50	70	64	134	46	59	105
Scott	3	3	6	26 00	23 00	49 00	66	32	98	41	38	79

Sharkey	...	...	...	4 00	12 50	16 50	33	.....	33	8	25	33
Simpson	3	3	6	26 50	6 50	33 00	50	15	65	37	13	50
Smith	8	4	12	24 00	5 00	29 00	33	30	63	45	6	51
Sunflower	2	2	4	5 00	5 00	10 00	10	10	20	10	10	20
Tallahatchie	8	8	16	14 00	16 00	30 00	46	14	60	28	32	60
Tate	12	8	20	32 00	28 00	60 00	134	19	153	73	54	127
Tippah	16	4	20	36 00	8 00	44 00	59	23	82	66	10	76
Tishomingo	15	...	15	29 00	1 50	30 50	47	14	61	58	3	61
Tunica	4	4	8	2 00	9 00	11 00	14	8	22	4	13	17
Union	7	3	10	28 00	9 50	37 50	80	48	128	96	32	128
Warren	8	8	16	15 00	31 00	46 00	81	13	95	97	55	102
Washington	4	12	16	.....	35 00	35 00	73	47	120	18	85	103
Wayne	8	8	16	20 00	6 50	26 50	24	23	47	18	8	26
Webster	6	6	12	25 00	20 00	45 00	50	40	90	45	18	63
Wilkinson	2	15	17	25 75	74 50	100 25	53	98	151	26	51	77
Winston	7	7	14	16 00	19 00	35 00	45	23	70	27	19	46
Yalobusha	...	...	...	25 00	15 00	40 00	80	20	100	50	50	100
Yazoo	8	8	16	24 50	33 00	57 50	115	.....	115	47	63	110
Totals	462	437	899	$1750 25	$1452 50	$3171 75	4547	2088	6725	3257	2415	5752

TABLE NO. IX.

COUNTIES.	No. of Teachers of each Grade.								No. Teachers Employed in the Public Schools During the Year.						
	White.				Colored.				White.			Colored.			
	First.	Second.	Third.	Total.	First	Second.	Third.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	T' both races
Adams	5	20	....	25	6	40	5	51	4	21	25	11	40	51	76
Alcorn	14	32	4	50	1	5	14	20	29	21	50	11	8	19	69
Amite	48	14	2	64	10	24	19	53	32	32	64	38	15	53	117
Attala	61	30	.....	91	....	31	18	49	34	57	91	32	17	49	140
Benton	24	27	2	53	1	8	21	30	29	24	53	26	4	30	83
Bolivar	....	....	....	....	....	....	....	....	.....	.....	18	.....	.....	42	60
Calhoun	45	30	3	78	1	8	26	35	60	65	125	24	10	34	159
Carroll	61	4	2	67	13	23	31	67	30	37	67	46	21	67	134
Chickasaw	57	11	.....	68	8	25	19	52	27	41	68	33	19	52	120
Choctaw	19	16	7	42	4	8	8	20	24	18	42	15	5	20	62
Claiborne	14	19	1	34	....	13	17	30	11	23	34	14	16	30	64
Clarke	47	17	2	66	2	23	14	39	40	26	66	20	19	39	108
Clay	32	12	....	44	....	36	26	62	19	25	44	34	28	62	106

Coahoma	12	4	.....	16	4	15	13	32	....	16	16	25	7	32	48
Copiah	44	29	4	77	2	11	37	50	20	57	77	25	25	50	127
Covington	16	15	4	35	2	5	4	11	24	11	35	8	3	11	46
DeSoto	33	15	.....	48	5	43	19	67	20	28	48	47	20	67	115
Franklin	12	9	3	34	3	9	10	22	16	18	34	13	9	22	56
Greene	10	10	3	23	....	2	2	4	12	11	23	3	.....	3	26
Grenada	15	11	2	28	9	22	26	57	6	22	28	42	15	57	85
Hancock	14	18	1	33	....	5	3	8	20	13	33	3	5	8	41
Harrison	28	10	6	44	2	3	8	13	15	32	47	11	7	18	65
Holmes	26	28	.....	54	7	35	49	91	16	38	54	56	35	91	145
Hinds	46	8	.....	54	7	41	11	59	7	53	60	39	26	65	125
Issaquena	4	1	.....	5	10	11	13	34	1	4	5	28	6	34	39
Itawamba	35	23	.....	58	....	6	1	7	46	12	58	6	1	7	65
Jackson	13	11	3	27	1	5	2	8	8	19	27	5	3	8	35
Jasper	26	22	5	53	1	12	16	29	33	20	53	18	10	48	82
Jefferson	30	3	1	34	14	30	4	48	12	22	34	28	20	38	82
Jones	3	23	19	45	....	....	1	1	20	25	45	1	.....	1	46
Kemper	38	16	.....	54	1	20	15	36	30	24	54	20	16	36	90
Lafayette	62	36	2	100	3	20	33	56	34	66	100	45	11	56	156
Lauderdale	60	31	3	94	9	21	14	44	51	43	94	31	13	44	138
Lawrence	17	15	1	33	2	6	12	20	15	18	33	12	8	20	55
Leake	44	20	3	67	2	13	21	36	45	22	67	28	8	36	103
Lee	65	21	1	87	....	11	28	39	45	42	87	23	16	39	126
Leflore	8	7	.....	15	6	36	5	47	3	12	15	41	6	47	62
Lincoln	25	24	12	61	5	9	18	32	37	24	61	17	15	32	93
Lowndes	31	12	.....	43	3	16	42	61	6	37	43	35	26	61	101
Madison	27	27	2	56	2	33	32	67	22	34	56	39	28	67	123
Marion	30	28	.....	58	2	4	4	10	32	26	58	7	3	10	68

TABLE NO. IX.

COUNTIES.	No. of Teachers of Each Grade.								No. Teachers Employed in the Public Schools During the Year.						
	White.				Colored.				White.			Colored.			
	First.	Second.	Third.	Total.	First.	Second.	Third.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	T'l both races
Marshall	48	28	4	80	5	18	55	78	17	63	80	45	35	78	158
Monroe	7	60	15	82	2	30	64	96	30	52	82	56	40	96	178
Montgomery	56	10	.....	66	11	13	10	34	32	32	64	19	15	34	98
Neshoba	....	....	....	....	....	....	....	....	35	20	55	8	2	10	65
Newton	52	13	....	65	....	8	16	24	44	21	65	18	6	24	89
Noxubee	21	14	3	38	11	32	17	60	9	30	39	35	21	56	95
Oktibbeha	24	11	2	37	4	17	6	27	10	27	37	22	5	27	64
Panola	59	35	5	99	10	61	64	135	16	74	90	87	58	145	235
Perry	11	7	2	20	....	2	2	4	14	7	21	4	.....	4	25
Pike	45	12	3	60	14	28	7	49	36	34	70	20	19	39	109
Pontotoc	67	19	2	88	1	12	17	30	30	52	82	15	15	30	112
Prentiss	29	49	1	79	1	8	10	19	63	16	79	10	3	13	92
Quitman	5	5	....	10	2	3	3	8	1	9	10	8	3	11	21

Rankin	48	7	....	55	3	13	38	54	26	29	55	33	21	54	109
Scott	32	22	1	55	5	9	8	22	20	35	55	8	14	22	77
Sharkey	6	2	...	8	2	14	11	27	2	6	8	18	9	27	35
Simpson	27	22	1	50	4	7	13	24	26	24	50	18	6	24	74
Smith	18	33	3	54	1	1	11	13	40	14	54	10	3	13	67
Sunflower	8	6	.....	14	4	8	4	16	4	10	14	8	8	16	30
Tallahatchie	17	11	....	28	5	2	12	38	13	15	28	30	8	38	66
Tate	45	16	4	65	2	13	40	55	22	43	65	33	22	55	120
Tippah	42	32	1	75	3	3	12	18	48	27	75	14	4	18	93
Tishomingo	23	31	....	54	2	1	4	7	48	14	62	3	6	9	71
Tunica	5	1	...	6	....	15	7	22	...	6	6	15	7	22	28
Union	27	20	4	51	15	26	4	45	51	45	96	19	13	32	128
Warren	23	24	....	47	4	41	27	72	5	38	43	38	38	76	119
Washington	13	5	....	18	6	37	38	81	4	14	18	57	24	81	98
Wayne	14	6	5	25	1	4	3	8	9	16	25	7	1	8	33
Webster	24	36	....	60	3	12	11	26	30	30	60	15	11	26	86
Wilkinson	6	16	6	28	12	22	29	63	9	19	28	46	17	63	91
Winston	72	15	....	87	2	15	21	38	37	52	89	17	21	38	115
Yalobusha	52	10	....	62	4	29	3	36	22	40	62	26	10	36	98
Yazoo	51	19	...	70	13	25	62	100	16	50	66	61	39	100	166
Totals	2178	1306	159	3644	300	1236	1290	2826	1704	2113	3835	1781	1048	2871	6706

TABLE X.

COUNTIES.	Amount Paid Teachers.		Total.
	White.	Colored.	
Adams	$ 6,686 65	$ 8,963 00	$ 15,649 65
Alcorn	6,963 61	1,930 49	8,894 10
Amite	7,176 22	4,386 41	11,562 62
Attala	11,686 25	4,872 85	16,559 10
Benton	5,622 66	2,172 35	7,795 01
Bolivar	3,035 52	3,719 52	6,936 63
Calhoun	12,168 00	3,332 00	11,500 00
Carroll	7,731 25	6,041 24	13,772 48
Chickasaw	12,475 00	5,712 40	17,546 98
Choctaw	4,293 00	1,352 00	5,646 00
Claiborne	6,706 35	5,647 90	12,354 25
Clarke	6,848 70	3,429 65	10,238 75
Clay	9,535 52	6,300 75	15,836 27
Coahoma	3,980 00	5,576 10	9,556 10
Copiah	13,001 75	6,366 00	19,367 75
Covington	2,857 75	716 75	3,574 50
DeSoto	8,612 21	7,954 27	16,566 48
Franklin	4,622 45	2,322 95	6,945 40
Greene	2,759 35	400 40	3,159 75
Grenada	3,946 34	6,106 15	10,052 49
Hancock	5,575 50	1,052 00	6 627 50
Harrison	6,897 00	2,123 00	9,020 00
Holmes	7,232 82	9,551 15	16,783 97
Hinds	9,500 00	9,372 86	18,872 86
Issaquena	1,360 00	6,661 00	8,021 00
Itawamba	8,468 00	930 75	9,398 75
Jackson	5,189 65	1,240 35	6,530 00
Jasper	5,717 00	2,181 00	7,898 00
Jefferson	6,025 00	7,282 00	13,307 00
Jones	3,590 50	69 25	3,659 75
Kemper	6,959 64	4,836 36	11,796 00
Lafayette	14,932 15	5,200 30	20,132 45
Lauderdale	17,699 90	6,057 15	23,757 05
Lawrence	4,439 68	1,658 90	6,098 58
Leake	7,539 24	2,366 24	9,905 48
Lee	9,951 05	3,050 00	13,001 05
Leflore	1,718 00	3,765 14	5,483 14
Lincoln	7,106 81	2,173 00	9,279 81
Lowndes	12,337 30	8,008 00	20,417 30
Madison	8,950 27	8,462 77	17,413 05
Marion	6,094 27	874 83	6,969 10
Marshall	15,181 80	7,950 05	23,131 85
Monroe	14,460 00	9,327 00	23,787 00

TABLE X.

COUNTIES.	Amount Paid Teachers.		Total.
	White.	Colored.	
Montgomery	8,507 11	3,534 96	12,042 07
Neshoba	6,346 42	875 00	7,221 42
Newton	10,326 51	2,136 14	12,462 65
Noxubee	5,715 00	14,126 00	19,841 00
Oktibbeha	6,940 00	3,426 10	10,366 10
Panola	12,063 90	12,203 00	24,266 90
Perry	3,608 00	340 00	3,948 00
Pike	10,224 46	6,520 81	16,745 27
Pontotoc	10,007 40	2,640 25	12,647 65
Prentiss	9,143 62	1,420 30	10,563 92
Quitman	1,118 00	1,152 00	2,270 00
Rankin	6,227 93	3,695 14	9,923 27
Scott	8,756 21	2,293 28	11,049 49
Sharkey	1,692 50	3,059 70	4,752 20
Simpson	4,817 23	1,717 08	6,534 17
Smith	6,824 24	955 02	7,779 26
Sunflower	2,875 00	2,375 00	5,250 00
Tallahatchie	4,094 78	4,631 00	8,725 78
Tate	11,312 63	5,656 32	16,968 95
Tippah	8,045 75	927 80	8,973 55
Tishomingo	8,851 40	666 00	9,517 40
Tunica	1,360 00	3,350 00	4,710 00
Union	10,041 15	2,528 31	12,569 46
Warren	8,035 00	10,342 25	18,377 15
Washington	5,470 00	10,958 25	16,428 25
Wayne	3,200 00	1,395 90	4,595 90
Webster	7,341 33	2,400 00	9,741 33
Wilkinson	4,020 00	8,604 20	12,624 20
Winston	6,230 00	1,634 00	7,864 00
Yalobusha	12,300 00	5,470 00	17,770 00
Yazoo	14,486 90	12,226 00	26,712 90
Totals	$ 551,515 63	$ 321,927 23	$ 873,442 86

TABLE XI.

COUNTY.	No. of School houses built in 1887.			PRIVATE SCHOOLS.					
				Number.			Attendance in Private Sch'ls.		
	Log.	Frame.	Brick.	White.	Colored.	Total.	White.	Colored.	Total.
Adams	....	2	....	10	4	14	500	100	600
Alcorn	3	3	....	6	1	6	300	30	330
Amite	5	3	....	7	....	7	300	....	300
Attala	2	5	....	....	....	....	....	....	....
Benton	1	5	....	8	5	13	165	85	250
Bolivar	....	4	....	5	....	5	....	....	....
Calhoun	....	....	....	25	4	29	....	....	....
Carroll	3	2	....	15	3	18	300	75	375
Chickasaw	....	....	....	....	....	....	....	....	....
Choctaw	1	1	....	8	....	8	....	....	....
Claiborne	2	6	....	3	....	3	210	....	210
Clarke	6	7	....	9	2	11	185	55	240
Clay	....	....	1	....	....	....	....	....	....
Coahoma	....	3	....	5	3	8	70	90	160
Copiah	...	40	....	3	....	3	90	....	90
Covington	7	2	....	10	....	10	200	....	200
DeSoto	4	2	...	1	....	1	32	....	32
Franklin	....	....	....	6	....	6	....	....	....
Greene	2	2	....	4	....	4	....	....	....
Grenada	....	3	....	3	3	6	....	....	....
Hancock	....	....	....	1	1	2	20	30	50
Harrison	6	2	....	....	....	....	....	....	....
Hinds	3	5	...	15	....	15	....	....	....
Holmes	....	....	....	....	....	....	....	....	....
Issaquena	1	....	1	....	....	....	5	....	5
Itawamba	1	5	....	6	....	6	190	....	190
Jackson	2	3	....	....	....	....	....	....	....
Jasper	4	2	....	1	....	1	92	....	92
Jefferson	1	2	....	2	....	2	145	....	145
Jones	2	6	....	4	2	6	12	135	156
Kemper	....	....	....	6	....	6	190	....	190
Lafayette	10	7	....	23	9	32	360	108	468
Lauderdale	15	20	....	4	2	6	200	75	275
Lawrence	1	2	...	9	3	12	365	150	515
Leake	...	....	....	2	1	3	....	....	....
Lee	....	10	....	12	....	12	....	....	....
Leflore	.. .	5	....	3	....	3	....	....	....
Lincoln	....	....	....	4	....	4	...	....	....
Lowndes	....	7	....	3	1	4	65	40	105

TABLE XI.

COUNTY.	No. of School houses built in 1887.			PRIVATE SCHOOLS.					
				Number.			Attendance in Private Sch'ls.		
	Log.	Frame.	Brick.	White.	Colored.	Total.	White.	Colored.	Total.
Madison	....	4	....	16	2	18	180	60	240
Marion	....	...	....	8	3	11	285	52	337
Marshall	....	2	....	5	1	6	344	200	544
Monroe	3	2	....	4	....	4	30	....	30
Montgomery	....	5	....	....	....	....	...	....	....
Neshoba	....	....	....	....	....	....	....	....	....
Newton	....	5	....	....	....	....	....	....	....
Noxubee	....	....	....	....	....	....	....	..	....
Oktibbeha	....	3	....	....	....	....	....	....	....
Panola	3	4	....	2	....	2	100	....	100
Perry	....	....	....	....	....	....	....	....	....
Pike	6	3	....	2	....	2	....	....	....
Pontotoc	....	....	....	7	....	7	....	....	1000
Prentiss	1	3	....	6	....	6	500	....	500
Quitman	1	....	....	....	....	....	....	....	....
Rankin	....	....	....	....	....	....	....	....	....
Scott	....	....	....	7	....	7	....	....	....
Sharkey	....	....	....	....	....	....	....	....	....
Simpson	....	4	....	3	....	3	125	....	125
Smith	1	2	....	5	....	5	250	....	250
Sunflower	2	3	....	....	....	....	....	....	....
Tallahatchie	1	6	....	18	....	18	500	....	500
Tate	....	5	....	8	1	9	....	....	....
Tippah	....	....	....	6	....	6	350	....	350
Tishomingo	....	1	....	....	....	....	....	....	....
Tunica	...	1	....	....	....	....	....	....	....
Union	....	5	....	8	....	8	....	....	....
Warren	....	....	....	7	3	10	610	130	740
Washington	....	....	....	16	4	20	....	....	....
Wayne	....	....	....	4	1	5	100	30	130
Webster	....	....	....	3	1	4	400	40	440
Wilkinson	....	1	....	4	....	4	100	....	100
Winston	4	9	....	47	13	60	.....	.....	.....
Yalobusha	2	3	....	2	....	2	30	.....	30
Yazoo	2	2	....	7	4	11	235	130	365
Totals	108	238	2	288	79	367	8164	1555	9719

TABLE XII—FINANCIAL RECEIPTS.

COUNTIES.	Balance from last year.	State distribution.	No. mills.	County levy.	Polls.	Fines and forfeitures.	Railroad tax.	Land redemptions.	Chickasaw.	16th Section.	Other sources, including ranger estrays & liquor license.
Adams	$ 2,325 45	$ 4,253 36	....	$ 2,359 51	$ 824 00	$ 713 46	.....	.....	.....	.....	.....
Alcorn	500 00	2,666 59	3	1,209 52	645 25	529 61	$1319 25	.....	$ 2,264 41	.....	.....
Amite	41 73	3,880 25	4	5,347 23	1,895 00	270 56	.....	.....	.....	$ 307 75	.....
Attala	.....	5,055 03	5	6,193 10	2,718 00	595 70	760 00	222 37	.....	280 00	$190 29
Benton	.....	3,156 20	3	1,937 30	1,121 00	131 50	.....	.....	2,755 22	.....	.....
Bolivar	.....	1,402 00	....	6,909 33	688 00	1,605 06	.....	.....	.....	.....	.....
Calhoun	.....	2,405 16	....	2,513 51	1,843 00	4,632 23	.....	.....	3,732 00	.....	.....
Carroll	.....	4,465 67	2	4,576 95	2,749 00	876 75	.....	275 92	.....	.....	.....
Chickasaw	2,206 84	6,076 42	3	4,583 62	2,063 00	592 22	.....	.....	2,835 00	.....	.....
Choctaw	.....	2,235 61	3	2,250 00	1,718 00	410 39	.....	400 29	.....	.....	- 14 58
Claiborne	.....	3,513 09	....	4,297 59	1,434 00	910 00	.....	.....	.....	.....	.....
Clarke	.....	4,032 03	3	3,944 89	1,618 00	277 65	.....	.....	.....	.....	.....
Clay	.....	4,530 36	3	3,879 47	1,611 00	414 49	.....	.....	2,862 39	.....	.....
Coahoma	.....	3,534 65	....	5,250 00	900 00	2,570 00	.....	.....	.....	.....	.....
Copiah	2,500 00	6,450 00	3	8,000 00	2,900 00	1,000 00	.....	.....	.....	.....	.....
Covington	.....	1,857 11	3	1,520 05	920 00	70 03	.....	.....	.....	.....	.....
DeSoto	9,312 35	4,879 62	3	6,978 81	3,485 00	862 75	698 12	17 50	3,111 81	.....	125 00
Franklin	1,163 08	2,793 77	3	1,925 47	1,234 00	242 75	.....	.....	.....	.....	.....
Greene	985 59	909 11	3	966 91	363 00	128 70	121 63	.....	.....	.....	.....

Grenada	.....	1677 86	3	6587 49	1862 00	493 00	.....	.....	.....	244 00	*3781 13
Hancock	1,320 76	1776 33	3	3686 76	989 76	474 45	.....	.....	.....	.....	.....
Harrison	.....	1829 57	3	6201 96	845 00	703 25	.....	.....	.....	.....	.....
Holmes	.....	6394 99	3	11164 71	2696 00	1149 60	.....	.....	.....	147 40	.....
Hinds	‖ 10,099 03	11518 86	3	4648 88	.....	823 55	.....	.....	.....	150 00	.....
Issaquena	5,644 53	2490 59	3	3035 93	1214 00	362 24	.....	.....	.....	501 00	.....
Itawamba	.....	2579 93	3	1909 53	1676 00	303 00	.....	519 21	3,624 98	91 58	†1454 04
Jackson	2,736 00	2074 76	....	3418 06	1028 00	365 10	.....	.....	.....	.....	.....
Jasper	666 84	3550 87	....	2827 50	1998 00	68 17	.....	.....	.....	6 65	.....
Jefferson	.....	2792 87	4½	5740 28	1722 00	240 15	.....	.....	.....	.....	.....
Jones	.....	1184 97	3½	1529 88	1070 00	469 57	389 64	.....	.....	.....	.....
Kemper	.....	3922 35	....	7513 05	2495 00	639 80	.....	.....	.....	124 64	.....
Lafayette	.....	4769 45	5	7253 84	2538 00	690 94	.....	.....	2,199 51	.....	.....
Lauderdale	3,768 61	4933 14	3	4033 95	3002 00	386 60	.....	.....	.....	.....	.....
Lawrence	3,280 00	2511 20	3	2323 57	1480 00	140 80	.....	.....	.....	50 00	.....
Leake	2,990 36	3691 04	5	4883 16	2412 00	288 48	.....	.....	.....	410 05	.....
Lee	.....	4747 78	3¼	4398 93	2442 00	519 44	.....	.....	2,830 08	.....	.....
Leflore	2,201 89	3602 00	1¾	3151 45	1678 00	509 85	.....	.....	.....	1162 34	.....
Lincoln	.....	5746 93	4	5468 89	1296 00	106 38	.....	.....	.....	.....	.....
Lowndes	4,390 80	4992 69	3	5394 82	2331 00	.....	875 10	.....	.....	.....	.....
Madison	.....	4953 27	3½	7524 52	2576 00	723 25	624 52	119 56	.....	.....	68 15
Marion	.....	2122 61	3	3869 30	1282 00	149 54	.....	11 38	.....	.....	.....
Marshall	3,614 81	7353 97	3	7714 37	2704 00	592 00	630 00	.....	4,803 46	.....	.....
Monroe	18,000 00	7623 70	2½	5368 00	2600 00	500 00	.....	.....	1,483 30	.....	.....
Montgomery	.....	2753 79	3	3551 41	1783 00	564 30	476 00	.....	.....	15 00	.....
Neshoba	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....
Newton	.....	4058 03	3	3726 00	1838 00	101 90	.....	.....	.....	.....	.....
Noxubee	2,527 82	10576 04	1½	‡18998 58	.....	.....	.....	.....	.....	.....	.....

TABLE XII—FINANCIAL RECEIPTS.

COUNTIES.	Balance from last year.	State distribution.	No. mills.	County levy.	Polls	Fines and forfeitures.	Railroad tax.	Land redemptions.	Chickasaw.	16th Section.	Other sources, including ranger estrays & liquor license.
Oktibbeha	$ 1,324 28	$ 4,167 26	3	$3,274 14	$ 1,864 00	$ 198 90				$ 318 78	
Panola	9,726 70	6,526 94		10,964 63	2,742 00	2,073 20			$ 4,549 70		
Perry	520 52	807 55		1,575 62	667 00	384 00					$ 258 90
Pike		4,410 23		9,007 17	1,973 00	166 65				172 67	
Pontotoc		3,405 31		3,023 63	1,894 00	695 63			3,241 33		
Prentiss	1,000 00	3,803 09	3	3,403 59	1,690 00	402 70			2,837 00	354 09	
Quitman		289 92	2½	1,278 87	213 75	34 00			540 86		
Rankin		4,227 99	2½	3,395 63	1,978 00	165 15	$1991 33			79 65	
Scott	9 46	3,797 43	4	4,959 10	1,551 00	66 10				265 86	4 00
Sharkey	100 22	4,726 61		2,315 75	2,188 00	106 00					
Simpson		2,501 84		1,863 45	1,264 00	148 79					
Smith		2,865 09	5	3,126 36	1,423 00	111 85				394 91	
Sunflower		1,000 00	3	3,300 00	1,200 00						
Tallahatchie		3,574 94	3	5,500 00	1,700 00	431 00			9 31	1,878 97	
Tate		2,421 78	3½	8,066 81	2,363 00	1,409 35			2,852 22		
Tippah		6,374 14	3	2,697 33	1,500 00			$ 53 85	2,794 68	219 00	10 00
Tishomingo	248 16	3,298 53	4½	2,099 94	408 00	603 00			2,687 22		
Tunica	2,080 92	1,018 24		2,767 74	1,043 00	999 69		(**)	1,296 31		
Union		2,782 94		3,066 55	2,015 00	499 00			2,676 30		

Warren	.....	4,275 50	3	4,979 60	984 00	1,700 72	.....	(††)	.....	.....	.....
Washington	11,393 77	5,123 00	¼	988 24	1,019 00	4,550 50	.....	803 84	.....	.....	120 65
Wayne	.....	2,325 62	3	1,830 37	803 00	217 95	.....	.....	.....	.....	.....
Webster	.....	4,200 00	6	2,100 00	2,800 00	200 00	.....	.....	.....	.....	.....
Wilkinson	.....	4,902 38	5	7,555 57	1,560 00	231 70	.....	(††)	.....	.....	.....
Winston	.....	1,901 40	3	2,624 94	1,074 00	595 05	.....	.....	.....	.....	.....
Yalobusha	9 94	2,534 87	6	6,749 74	1,548 00	1,214 35	.....	.....	1,237 36	.....	.....
Yazoo	2,889 36	7,037 99	3	11,199 10	2,827 00	1,711 55	.....	.....	.....	50 00	.....
Totals	109,579 82	278,626 27	....	334,281 95	120,578 66	47,116 25	7,356 29	2,426 92	57,224 45	7,224 34	8,349 74

* Amount changed from other funds.
† $1,449.94 from defaulting Sheriff's bonds.
‡ Includes fines and forfeitures.
‖ Including polls.
** Not drawn until October 1.
†† No report.

TABLE XIII.

COUNTIES.	Average Salaries per Month in City and County Combined.						Average of both races.
	White.			Colored.			
	Male.	Fem'l.	Aver.	Male.	Fem'l.	Aver.	
Adams	$50 00	$35 75	$37 98	$34 59	$30 75	$31 58	$33 68
Alcorn	32 59	25 19	29 47	24 19	24 10	24 15	28 01
Amite	31 57	24 65	28 10	22 80	15 00	20 60	24 10
Attala	30 39	31 20	30 79	24 58	22 40	23 50	31 82
Benton	28 85	23 70	26 27	19 32	15 00	17 16	24 50
Bolivar	.....	.....	.....	.....	.....	.....	32 15
Calhoun	.....	.....	.....	.....	.....	.....	31 75
Carroll	40 00	32 00	35 60	30 00	20 00	26 88	30 50
Chickasaw	40 70	32 22	35 60	24 10	17 20	22 10	30 61
Choctaw	31 02	26 92	28 97	22 46	16 87	19 66	24 21
Claiborne	.....	.....	.....	.. ..	.....	.....	28 20
Clarke	35 75	25 25	30 50	28 50	19 70	24 10	27 30
Clay	47 09	36 48	41 06	21 65	16 53	19 34	26 58
Coahoma	.....	41 90	41 90	27 80	21 67	24 23	33 06
Copiah	43 05	33 85	36 24	23 30	22 40	22 85	31 00
Covington	29 49	22 23	25 86	21 06	23 47	22 26	25 37
DeSoto	43 37	34 93	38 62	29 00	25 75	28 02	33 32
Franklin	39 94	23 33	31 63	22 22	17 82	20 02	31 00
Greene	30 60	29 25	30 20	20 00	... ..	20 00	26 25
Grenada	42 35	26 06	34 23	25 85	26 67	26 26	36 22
Hancock	33 54	34 84	36 69	26 66	26 72	26 69	31 64
Harrison	.....	.....	.....	.....	.....	.....	34 26
Hinds	.....	.....	.....	.....	....	.....	26 15
Holmes	44 06	30 29	34 37	23 67	17 60	21 28	31 30
Issaquena	55 00	48 75	50 00	39 07	27 85	33 46	41 78
Itawamba	38 25	32 50	35 37	25 00	15 00	20 00	27 87
Jackson	43 30	41 55	42 42	31 06	18 50	24 78	32 65
Jasper	27 25	26 50	26 96	20 50	17 60	19 48	24 07
Jefferson	46 00	41 00	43 00	36 00	28 00	32 00	34 00
Jones	18 13	22 02	20 07	17 31	.....	17 31	18 69
Kemper	40 67	31 07	31 87	27 31	18 90	23 10	29 49
Lafayette	36 00	33 38	34 27	22 21	18 40	21 45	31 84
Lauderdale	38 71	30 61	35 22	28 11	26 32	27 60	31 68
Lawrence	31 53	31 05	31 29	20 86	22 00	21 43	26 36
Leake	29 70	29 50	29 60	22 45	20 75	21 60	25 60
Lee	25 86	25 60	25 65	17 61	17 61	17 61	23 51
Leflore	34 33	28 95	30 53	29 02	22 70	26 15	28 35
Lincoln	.....	.....	.....	.....	.....	.....	27 71
Lowndes	64 44	40 72	44 03	24 19	21 13	22 87	31 04
Madison	36 40	30 75	33 15	27 57	20 86	25 00	28 75

TABLE XIII.

COUNTIES.	Average Salaries per Month in City and County Combined.						Average of both races.
	White.			Colored.			
	Male.	Fem'l.	Aver.	Male.	Fem'l.	Aver.	
Marion	36 27	24 24	29 20	27 69	25 33	27 50	28 26
Marshall	.....	.....	.....	.....	.....	.....	27 50
Monroe	40 00	26 00	33 00	20 00	15 00	18 75	33 75
Montgomery	51 50	34 05	42 77	41 80	26 27	24 07	31 93
Neshoba	.....	.. ..	.....	.....	.....	.....	32 20
Newton	45 00	30 17	39 87	19 58	17 00	18 99	30 36
Noxubee	55 71	37 12	46 42	28 72	29 22	28 98	36 44
Oktibbeha	54 50	40 00	43 91	33 01	26 00	31 72	28 00
Panola	35 45	30 00	32 00	25 20	18 58	23 75	27 40
Perry	37 82	28 77	33 29	21 25	.....	21 25	29 28
Pike	39 11	21 65	30 38	25 65	18 85	22 25	29 06
Pontotoc	35 05	32 25	34 00	22 25	18 75	21 50	28 25
Prentiss	30 74	24 98	29 68	22 60	15 25	20 58	26 88
Quitman	30 00	38 33	34 16	30 33	16 00	23 16	28 66
Rankin	29 09	31 19	30 08	28 39	30 46	29 94	30 00
Scott	39 80	39 80	39 80	26 05	26 05	26 05	33 05
Sharkey	47 50	43 33	44 37	31 33	25 00	30 58	35 00
Simpson	24 08	24 07	24 07	21 07	15 00	17 00	22 10
Smith	27 00	27 00	27 00	20 00	18 50	19 25	25 60
Sunflower	40 00	40 00	40 00	35 00	26 25	30 76	36 25
Tallahatchie	37 90	36 21	37 05	27 97	23 80	25 88	31 47
Tate	43 86	32 33	35 50	21 38	20 45	20 68	28 73
Tippah	26 79	26 85	26 82	13 58	13 40	13 49	20 00
Tishomingo	.....	.....	.....	.....	.....	.....	25 00
Tunica	40 00	40 00	40 00	30 00	20 00	25 00	32 50
Union	.....	.....	.....	.....	.....	.....	24 78
Warrren	46 40	36 92	38 00	31 00	31 10	31 05	34 25
Washington	65 37	40 80	46 48	27 45	23 87	26 39	35 00
Wayne	30 00	27 00	28 50	24 00	15 00	19 50	24 00
Webster	36 00	36 00	36 00	23 00	23 00	23 00	29 50
Wilkinson	39 44	28 26	33 85	28 89	21 95	25 42	29 82
Winston	32 00	27 00	29 50	17 50	15 00	16 25	22 87
Yalobusha	38 64	35 12	36 54	27 15	24 00	26 53	29 95
Yazoo	51 31	34 32	38 44	22 97	23 31	22 88	40 61
Totals	38 59	31 25	34 52	25 54	21 27	24 05	30 07

TABLE XIV.

COUNTIES.	Average Salaries per Month in City Schools.						Amount expended on City Schools.
	White.			Colored.			
	Male.	Fem'l.	Ave.	Male.	Fem'l.	Ave.	
Adams	100 00	$40 00	$48 33	$75 00	$40 00	$42 91	$ 9,855 00
Alcorn	62 50	31 25	35 00	50 00	27 50	33 12	1,531 18
Attala	.....	.... ..	.....	.....	.....	.....	1,755 00
Chickasaw	100 00	35 00	61 00	45 00	24 00	30 00	3,185 00
Claiborne	75 00	31 33	53 17	60 00	32 50	46 25	2,655 00
Clay	100 00	50 83	67 22	35 00	17 50	23 33	4,757 00
Copiah	75 00	40 00	58 00	35 00	20 00	35 50	2,925 00 2,080 00
Grenada	75 00	30 00	45 00	.....	30 00	30 00	1,722 50
Harrison	60 00	33 77	39 18	35 00	35 00	28 00	.....
Hinds	125 00	36 00	44 90	52 80	34 00	37 30	7,920 48
Lafayette	150 00	40 00	55 80	32 50	20 00	28 33	3,735 00
Lauderdale	132 63	44 15	49 33	75 00	31 00	38 33	10,245 85
Lee	55 00	32 50	38 12	25 00	15 00	18 33	1,370 00
Lowndes	102 22	61 25	70 44	40 00	29 28	32 72	8,860 05
Madison	55 00	48 33	50 00	47 50	17 50	27 50	3,002 50
Marshall	87 50	50 00	63 75	42 00	25 00	29 25	3,467 00
Monroe	90 00	40 00	54 30	43 30	26 56	36 66	5,040 00
Montgomery	70 00	35 00	46 75	55 00	25 00	40 00	1,500 00
Noxubee	75 00	41 25	48 00	30 83	30 83	30 83	.....
Oktibbeha	65 00	37 50	51 25	30 00	26 66	27 50	2,160 00
Tishomingo	.....	.....	.....	.....	.....	.....	1,184 31
Warren	100 00	46 00	49 35	70 00	43 00	45 45	7,820 23
Washington	125 00	40 00	54 06	45 50	41 25	41 25	5,545 00
W. V.	100 00	35 00	41 50	40 00	27 50	31 66	
Yalobusha, C.	60 00	40 00	40 92	45 00	15 10	34 16	7,070 00
Yazoo	95 00	53 00	67 00	60 00	40 00	48 00	5,625 00
Average in cities	$89 56	$40 80	$65 18	$46 50	$28 62	$37 56	$ 105,011 10

Average of both races $51.37.

TABLE XV.

COUNTIES.	Average Salaries per Month in Country Schools.						Amount expended on Country Schools.
	White.			Colored.			
	Male.	Fem'l.	Ave.	Male.	Fem'l.	Ave.	
Adams	$33 33	$30 00	$30 83	$30 55	$27 25	$28 09	$ 5,794 65
Alcorn	30 37	26 12	28 32	21 61	22 06	21 76	7,104 45
Amite	31 57	24 65	28 10	22 82	15 00	20 60	11,535 62
Attala	29 75	31 30	30 57	24 58	22 40	23 50	14,804 10
Benton	28 85	23 70	26 52	19 32	15 00	18 10	7,795 01
Bolivar	.....	.....	.....	.....	.....	.....	6,936 63
Calhoun	.....	.....	.....	.....	.....	.....	15,019 40
Carroll	40 00	32 00	35 60	30 00	20 00	26 88	13,772 48
Chickasaw	40 00	32 00	35 17	23 68	16 00	20 87	14.845 72
Choctaw	31 02	26 92	29 22	22 46	16 87	21 56	5,646 18
Claiborne	34 94	32 50	33 72	26 67	18 71	22 69	9,699 25
Clarke	35 75	25 25	31 66	28 50	19 70	24 21	8,847 86
Clay	37 18	31 95	34 63	20 82	16 37	19 09	15,836 27
Coahoma	.....	41 90	41 90	27 80	21 66	26 77	9,566 10
Copiah	33 00	33 00	33 00	22 50	22 50	22 71	14,362 00
Covington	29 49	22 23	26 46	21 06	23 47	21 71	3,574 50
DeSoto	43 37	34 93	38 44	29 00	25 75	28 07	16,566 48
Franklin	39 94	23 33	31 68	22 22	17 82	20 87	6,945 40
Greene	30 60	29 25	30 20	20 00	.....	20 00	3,159 75
Grenada	42 35	35 87	27 70	25 85	25 46	25 75	8,329 99
Hancock	38 54	34 84	31 00	26 66	26 72	26 69	6,627 50
Harrison	38 08	29 32	32 09	24 71	22 16	23 54	9,020 45
Holmes	44 16	30 29	30 00	23 67	17 60	26 00	16,783 98
Hinds	30 00	30 00	34 37	28 02	24 04	21 28	13,762 00
Issaquena	55 00	48 75	50 00	39 07	27 85	33 46	8,071 61
Itawamba	38 25	32 50	36 88	25 00	15 00	23 57	9,398 75
Jackson	43 30	41 55	42 78	31 06	18 50	27 60	6 530 00
Jasper	27 25	26 50	26 96	20 50	17 60	19 48	7,898 75
Jefferson	46 00	41 00	42 47	36 00	28 00	32 70	13,307 00
Jones	18 13	22 02	20 28	17 31	.....	17 31	3,659 75
Kemper	40 67	31 07	36 40	27 31	18 90	23 57	11,796 00
Lafayette	32 55	32 59	32 58	21 97	18 14	21 40	16,397 45
Lauderdale	36 84	22 61	31 85	26 50	23 40	25 90	13,511 55
Lawrence	31 53	31 05	31 29	20 86	22 00	21 43	6,098 58
Leake	29 70	29 50	29 60	22 45	20 75	22 07	9,905 48
Lee	25 50	25 50	25 50	17 61	17 61	16 61	13,001 05
Leflore	34 33	28 95	30 53	29 02	22 70	26 15	5,547 49
Lincoln	37 35	28 00	32 67	23 50	20 20	21 85	9,279 81
Lowndes	45 62	35 06	36 44	23 24	18 15	21 38	11,557 25
Madison	35 62	28 76	31 86	26 50	21 42	24 75	14,410 55

TABLE XV.

COUNTIES.	Average Salaries per Month in Country Schools.						Amount expended on Country Schools.
	White.			Colored.			
	Male.	Fem'l.	Ave	Male.	Fem'l.	Ave.	
Marion	$36 27	$24 24	$30 87	$27 69	$25 33	$26 39	$ 6,969 10
Marshall	34 00	33 00	33 50	23 00	20 00	21 50	23,131 85
Monroe	40 00	26 00	31 12	20 00	15 00	17 92	23,789 00
Montgomery	38 50	33 10	35 89	28 60	27 55	28 14	10,542 07
Neshoba	31 41	31 41	31 41	25 00	25 00	25 00	7,221 42
Newton	45 00	30 17	39 87	19 58	17 00	19 00	12,462 65
Noxubee	36 42	33 00	33 80	26 62	17 62	25 25	19,841 00
Oktibbeha	47 50	40 43	44 00	33 16	25 00	29 08	8,206 10
Panola	35 45	30 00	32 00	25 20	18 58	23 75	24,512 20
Perry	37 82	28 87	24 73	21 25	.....	21 25	3,132 00
Pike	39 11	21 65	30 63	25 65	18 85	22 33	16,508 60
Pontotoc	35 12	32 25	40 59	20 00	18 75	21 61	12,647 65
Prentiss	30 74	24 98	29 68	22 25	15 25	20 58	10,563 92
Quitman	30 00	38 33	37 49	30 33	16 00	23 95	2,270 00
Rankin	29 09	31 19	30 08	28 39	30 46	29 94	9,903 07
Scott	39 80	39 80	39 80	26 05	26 05	26 05	9,972 83
Sharkey	47 50	43 33	44 37	31 33	25 00	30 58	4,752 20
Simpson	24 07	24 07	24 08	21 07	21 07	17 82	6,772 33
Smith	27 00	27 00	27 00	20 00	18 50	19 65	7,779 26
Sunflower	40 00	40 00	40 00	35 00	30 00	30 62	5,250 00
Tallahatchie	37 90	36 21	37 11	27 97	23 81	25 90	8,725 78
Tate	43 86	32 33	36 23	21 28	20 45	21 00	16,968 95
Tippah	26 79	26 85	26 82	13 58	13 40	13 54	8,973 15
Tishomingo	30 43	26 45	28 44	30 00	17 65	23 82	8,302 40
Tunica	.....	40 00	40 00	30 00	20 00	26 81	4,710 00
Union	29 84	26 47	28 16	22 00	20 81	21 40	12,130 62
Warren	33 00	31 00	31 29	30 00	21 00	27 19	10,557 15
Washington	67 50	32 50	42 36	26 00	21 00	27 78	10,883 77
Wayne	30 00	27 00	27 72	24 00	15 00	22 87	4,595 90
Webster	36 00	36 00	36 00	23 00	23 00	23 00	9,741 33
Wilkinson	39 44	28 26	31 85	28 89	21 95	27 02	12,624 20
Winston	32 00	27 00	30 20	17 50	15 00	16 67	7,363 49
Yalobusha	35 00	35 00	35 00	25 00	25 00	25 00	11,000 00
Yazoo	45 10	32 70	35 57	21 35	21 92	22 61	21,087 90
Average in country schools	$36 16	$31 08	$33 58	$25 01	$20 83	$22 96	$ 859,598 73

Average of both races in country schools, $28.29.

TABLE XVI.—SEPARATE SCHOOL DISTRICTS.

City.	Receipts and Number Days Taught.										Educable Children.	Enrolled.	Average Attendance.
	Balance from last year.	State Distribution.	City Levy.	No. Mills Levied.	Polls.	Fines and Forfeitures.	Chickasaw Sch'l Fund.	Other Resources, Saloons.	Total.	Number Days Taught.			
Natchez	.....	$ 2,290 27	$ 8,278 55	....	363 00	$ 274 50	.....	.....	11,206 32	134	3760	1205	652
Corinth	407 76	344 72	754 56	...	211 80	83 31	292 54	.....	2,099 44	100	628	564	299
Kosciusko	.....	361 00	1,506 71	5	156 75	.....	.....	.....	2,014 46	160	†513	258	189
Port Gibson	153 25	211 53	2,928 90	...	86 45	700 00	.....	.....	4,070 13	140	446	271	155
Okolona	*.....	.....	.....	...	.....	.....	.....	.....	3,185 00	180	703	495	276
West Point	.....	566 35	2,419 74	4	156 00	51 81	357 79	1,800 00	5,351 69	180	943	582	405
Hazlehurst	21 00	300 00	750 00	...	300 00	100 00	.....	.....	1,571 00	180	487	239	182
Wesson	300 00	360 00	2,500 00	...	300 00	150 00	.....	.....	3,610 00	160	601	476	290
Grenada	.....	838 93	900 97	1⅓	236 00	526 00	.....	.....	2,501 60	160	‡602	363	181
Jackson	836 54	1,130 60	6,018 99	3¼	384 00	.....	.....	.....	8,369 18	180	1791	900	640
Oxford	.....	670 00	3,169 67	5	148 06	81 75	121 80	.....	4,389 97	176	.....	.....	.....
Meridian	538 12	2,366 71	7,158 10	...	701 30	35 00	.....	.....	10,799 23	190	4400	1095	908
Tupelo	.....	425 00	700 00	...	.....	.....	245 00	.....	1,370 00	140	688	377	196
Columbus	10,404 01	3,212 87	5,930 53	...	706 80	.....	2,398 55	.....	22,652 76	180	1718	1214	734
Canton	.....	696 40	1,820 00	3½	192 00	.....	.....	333 13	3,042 15	180	443	333	188
Holly Springs	.....	621 24	1,703 39	...	60 60	502 57	340 68	.....	3,226 48	180	*835	491	229

TABLE XVI.—SEPARATE SCHOOL DISTRICT.

City.	Receipts and Number Days Taught.										Educable Children.	Enrolled.	Average Attendance.
	Balance from last year.	State Distribution.	City Levy.	No. Mills Levied.	Polls.	Fines and Forfeitures.	Chickasaw Scho'l Fund.	Other Resources, Saloons.	Total.	Number Days Taught.			
Aberdeen	.....	.....	6,000 00	...	.....	.....	.....	.....	6,000 00	180	1216	835	346
Winona	.....	305 97	1,531 46	...	165 00	52 88	.....	.....	2,055 31	180	490	260	211
Macon	543 20	648 02	2,853 92	½	214 00	355 08	.....	.....	4,604 22	80	871	490	378
Starkville	300 00	433 40	1,500 00	...	161 50	.....	.....	.....	2,374 90	180	595	471	367
Vicksburg	.....	2,342 33	12,463 46	4	517 74	1,157 74	.....	.....	16,481 27	80	4164	1656	1075
Greenville	1,663 00	1,874 49	3,002 71	...	300 00	.....	.....	.....	6,940 20	160	1002	733	531
Water Valley	.....	524 73	3,158 75	7½	.....	.....	.....	.....	4,518 59	200	762	800	670
Coffeeville	.....	100 00	520 00	4	.....	.....	.....	.....	1,145 00	160	250	250	192
Yazoo City	70 50	541 30	6,027 49	...	.....	300 00	.....	.....	6 939 29	180	900	490	307
Totals	.....	$21,165 86	$83,597 90	...	.....	.....	.....	.....	140,118 19	160½	28,808	14,848	9701

NOTE.—†From report 1888-89. *No report. ‡Estimated. Oxford omitted, no report.

TABLE XVII.

COUNTIES.	Total receipts	Total Expenditures	Salary of Superintendents.	Miscellaneous Expenditures	Balance on h'nd October 1st, 1888.
Adams	$ 21,682 10	$ 17,476 90	$ 599 64	$ 1,227 61	$ 4,205 20
Alcorn	11,234 07	9,703 28	550 00	66 65	.....
Amite	11,742 45	11,944 40	400 00	9 78	4 55
Attala	17,887 86	17,119 10	550 00	10 00	.....
Benton	8,865 97	8,192 76	389 75	8 00	152 25
Bolivar	11,552 68	7,586 63	600 00	50 00	.....
Calhoun	14,719 03	15,019 40	175 00	.....	.....
Carroll	12,944 29	14,208 83	405 00	31 35	.....
Chickasaw	18,356 71	19,030 91	500 00	496 19	.....
Choctaw	6,614 00	6,246 18	300 00	300 00	368 00
Claiborne	15,121 20	14,557 15	700 20	628 66	372 37
Clarke	10,287 91	9,908 98	351 64	292 29	.....
Clay	18,650 01	16,995 10	500 00	363 25	1,653 90
Coahoma	12,980 99	12,684 65	600 00	70 50	.....
Copiah	25,971 00	21,083 00	660 00	1,050 00	5,927 25
Covington	4,367 19	3,626 00	150 00	1 50	.....
DeSoto	29,471 56	17,121 15	500 00	54 67	12,350 41
Franklin	7,358 72	7,313 33	367 93	.....	.....
Greene	3,475 03	3,318 65	150 00	8 90	156 38

TABLE XVII.

COUNTIES.	Total receipts.	Total expenditures.	Salary of superintendents.	Miscellaneous expenditures.	Balance on hand Oct. 1, 1888.
Grenada	13,366 25	10,850 47	587 71	210 27	.....
Hancock	8,247 88	7,139 85	300 00	6 15	1,108 03
Harrison	9,579 45	9,418 16	383 16	14 55	.....
Holmes	21,552 55	17,557 83	750 00	23 85	3,994 72
Hinds	34,383 15	31,360 02	800 00	*10,140 00	2,853 53
Issaquena	12,747 29	8,396 61	300 00	75 00	7,215 00
Itawamba	12,475 98	9,698 75	300 00	.....	.....
Jackson	9,621 32	9,394 76	352 30	2-512 46	386 87
Jasper	9,118 81	8,328 59	421 61	8 21	790 62
Jefferson	11,586 45	14,502 17	385 00	810 17	.....
Jones	4,644 28	3,891 94	232 20	10 00	752 34
Kemper	14,694 80	12,196 00	400 00	.....	2,898 80
Lafayette	21,842 11	21,489 68	626 40	730 83	.....
Lauderdale	26,924 19	23,757 00	562 50	365 88	.....
Lawrence	9,785 37	6,341 38	240 00	2 80	3,443 99
Leake	14,675 09	10,286 81	341 33	40 00	4,289 28
Lee	16,308 23	15,031 05	600 00	60 00	1,277 18
Leflore	12,305 23	5,905 49	350 00	8 00	5,762 74
Lincoln	10,654 80	9,639 81	360 00	.....	1,015 00

Lowndes	40,637 67	32,205 61	600 00	†11,188 31	8,432 [illegible]
Madison	20,328 20	19,959 52	800 00	1,746 37	6,370 58
Marion	7,435 53	7,294 35	325 25	.....	.....
Marshall	30,068 64	27,398 85	800 00	.....	.....
Monroe	41,575 00	30,527 00	750 00	930 00	11,048 00
Montgomery	11,183 81	12,443 07	444 00	.....	.....
Neshoba	7,991 75	7,997 75	240 00	.....	.....
Newton	9,724 18	12,841 65	350 00	35 00	.....
Noxubee	36,706 66	20,441 00	600 00	.....	7,167 07
Oktibbeha	12,198 35	10,806 10	410 00	30 00	911 71
Panola	36,582 80	27,729 94	800 00	2617 74	6582 82
Perry	4,234 69	3,281 97	150 00	.....	954 00
Pike	22,588 42	17,107 70	575 85	23 25	.....
Pontotoc	12,433 00	12,990 15	300 00	42 50	.....
Prentiss	12,490 98	10,934 06	370 14	.....	556 92
Quitman	2,320 15	2,270 00	150 00	.....	50 15
Rankin	12,039 74	10,343 07	420 00	.....	.....
Scott	10,816 34	10,671 94	400 00	4 00	144 38
Sharkey	9,436 58	4,752 20	494 19	107 34	4082 85
Simpson	5,778 53	6,942 33	150 00	20 00	.....
Smith	7,920 30	8,047 26	268 00	.....	.....
Sunflower	5,500 00	5,500 00	250 00	.....	2500 00
Tallahatchie	13,094 22	9,156 88	420 00	11 10	3860 00
Tate	17,113 24	17,588 95	600 00	.....	.....
Tippah	14,010 46	9,500 00	480 00	20 00	4510 46
Tishomingo	9,711 82	9,825 75	339 00	46 85	.....
Tunica	10,855 07	5,170 00	300 00	.....	5685 07
Union	11,059 79	12,569 46	438 84	160 00	.....

TABLE XVII.

COUNTIES.	Total receipts.	Total expenditures.	Salary of superintendents.	Miscellaneous expenditures.	Balance on hand Oct. 1, 1888.
Warren	28,421 13	26,884 66	800 00	7707 28	1536 47
Washington	30,941 72	17,228 77	800 00	1620 47	12182 39
Wayne	5,176 69	4,891 62	258 83	36 89	155 65
Webster	9,300 00	9,961 33	200 00	20 00	.....
Wilkinson	14,249 47	13,343 20	600 00	19 00	600 00
Winston	6,195 39	7,803 30	250 00	189 87	.....
Yalobusha	18,054 00	18,570 00	500 00	15 95	.....
Yazoo	32,654 29	28,962 47	800 00	1449 57	3691 82
Total	$1,118,624 61	$ 962,263 68	$32,823 77	$46,699 01	$38,081 41
Deduct for old warrants and buildings		29,460 00			
		$ 932,803 68			

Paid on warrants of preceding years:

Coahoma	$ 3,000 00
Hinds	9,500 00
Old warrants	12,500 00
Building	16,960 00
Total	$29,460 00

On building:

Lowndes	$9,960 00
Warren	7,000 00

*$9,500 00 paid on old county warrants.
†$9,960 00 spent in buildings.

General Statistics

1888-'89.

TABLE I. TABLE II.

COUNTIES.	Number of Educable Children in the State, Enumerated by Assessor.						Number Enrolled by Teachers.					
	White.			Colored.			White			Colored.		
	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.
Adams	1017	1094	2111	4947	4150	9097	969	1039	2008	2558	2532	5090
Alcorn	1846	1582	3428	985	730	1715	1181	1620	3401	866	833	1699
Amite	1282	1112	2394	1994	1498	3292	1552	1354	2906	1719	1645	3364
Attala	* 2619	2651	5270	1606	1688	3294	2286	2287	4563	1770	1685	2455
Benton	1171	1137	2308	1180	1149	2329	1666	949	2015	876	757	1633
Bolivar	390	378	769	1783	1633	3416	253	283	536	1822	1971	3793
Calhoun	3240	3498	6738	787	909	1696	1735	1566	3301	675	696	1371
Carroll	* 1098	1898	2996	1941	2841	4782	1790	1985	3775	1904	2912	4816
Chickasaw	1618	1849	3467	2781	2888	5669	1599	1545	3144	2521	2504	5025
Choctaw	* 1591	1070	2661	500	580	1080	1650	1700	3350	505	687	1197
Claiborne	670	578	1248	2564	2437	5001	730	795	1525	2138	2134	4272
Clarke	1444	1268	2713	1634	1714	3359	1495	1291	2786	1666	1509	3175
Clay	1039	1006	2045	2856	2632	5488	995	911	1896	2001	2034	4035
Coahoma	293	244	537	2069	2028	4097	358	317	675	1851	1741	3592
Copiah	2460	2236	4696	2518	2387	4905	3135	3032	6167	2696	2845	5541
Covington	854	746	1600	516	517	1033	952	805	1757	434	410	844
DeSoto	1326	1185	2511	3170	2750	5926	1372	1271	2643	2945	2774	5719
Franklin	* 1029	982	2011	2156	2176	4332	1142	1039	2181	886	899	1785
Greene	* 623	519	1142	206	207	413	496	384	880	99	106	205

Grenada		632	663	1295	2245	1824	4069	506	539	1045	1507	1810	3317
Hancock		1234	1140	2344	422	401	823	810	838	1648	348	349	697
Harrison		1318	1278	2596	521	454	975	1066	1087	2153	583	440	1023
Hinds		2026	1975	4001	6823	6371	13194	1508	1365	2873	4386	4664	9050
Holmes	*	1294	1054	2348	4055	4455	8510	1440	1068	2508	3704	4456	8160
Issaquena		80	78	158	2176	2051	4227	77	56	133	1031	924	1955
Itawamba		1933	1836	3769	233	191	424	2130	2074	4204	274	255	529
Jackson		1423	1237	2360	387	324	711	1156	1101	2257	489	526	1004
Jasper		1397	1241	2638	1304	1172	2476	1480	1362	2840	1456	1298	2754
Jefferson	*	814	800	1614	2210	2135	4354	700	640	1340	2043	2009	4052
Jones		984	873	1857	115	122	237	1646	1475	3121	225	228	453
Kemper	*	990	1247	2237	1199	1359	2558	1550	1650	3200	1600	1800	3400
Lafayette		2301	2162	4463	1912	1810	3722	....	....	....	....	....	....
Lauderdale		2523	2400	4923	2880	2989	5869	3542	3659	7201	2082	2258	4340
Lawrence		1044	969	2013	994	991	1985	1221	1112	2333	1072	1033	2105
Leake		2164	2135	4299	1535	1439	2974	1918	1698	3616	1256	1273	2429
Lee	*	2632	2292	4925	1652	1598	3250	3332	2985	6317	2608	2145	4753
Leflore		173	227	400	1208	1348	2556	217	214	431	1720	1516	3236
Lincoln		1689	1408	3097	1366	1135	2501	1550	1285	2835	876	728	1604
Lowndes		961	1010	1971	4386	4673	9059	922	891	1813	2505	2675	5180
Madison		897	985	1882	2790	2943	5783	1058	1258	2316	3030	3440	6470
Marion	*	1243	1262	2505	625	591	1216	1415	1268	2683	461	466	927
Marshall	*	1966	1736	3702	3982	3938	7920	....	....	....	....	....	....
Monroe		2012	3092	5104	3820	4714	8534	1788	1702	3490	3379	3449	6928
Montgomery		1389	1370	2759	1060	1046	2106	1218	1193	2411	878	845	1723
Neshoba	*	1240	1260	2500	310	302	612	1510	1555	3065	252	268	520
Newton		1869	1758	3627	1171	1037	2308	1965	1798	3763	1097	1110	2207
Noxubee		846	866	1712	6410	6102	12512	650	687	1338	3054	3169	6223

TABLE I. TABLE II.

COUNTIES.	Number of Educable Children in the State Enumerated by the Assessor.						Number Enrolled by Teachers.					
	White.			Colored.			White.			Colored.		
	Male	Fem'l.	Total.	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.
Oktibbeha	872	972	1844	1956	2238	4194	837	896	1733	1971	1736	3707
Panola	*1899	1591	3490	3832	3550	7382	2116	2081	4197	5016	4410	9426
Perry	572	541	1113	245	227	472	.....	.....	.....	.....	.....	.....
Pike	1988	1582	3570	1889	1668	3557	2039	1676	3715	1868	1855	3723
Pontotoc	1950	1725	3675	820	750	1570	.....	.....	.....	.....	.....	.....
Prentiss	2078	2038	4116	692	680	1372	2060	1874	3934	655	517	1172
Quitman	78	79	157	150	188	338	100	150	250	294	267	561
Rankin	1351	1198	2549	1870	1639	3509	1528	1436	2964	1684	1740	3424
Scott	1521	1383	2904	1242	1071	2313	935	897	1832	806	833	1639
Sharkey	219	216	435	1349	1298	2642	250	225	475	1556	1376	2932
Simpson	1197	1101	2298	500	720	1220	746	692	1438	544	560	1104
Smith	1756	1392	3148	389	297	686	1687	1444	3131	322	257	579
Sunflower	263	302	565	760	789	1549	231	259	490	723	762	1485
Tallahatchie	*713	728	1441	1092	1014	2106	715	720	1435	1080	1287	2367
Tate	1761	1865	3626	1801	1911	3712	2210	1966	4176	2192	1722	3914
Tippah	2106	1888	3994	672	641	1373	1971	1711	3682	554	555	1109
Tishomingo	*1341	1702	3043	150	185	335	1428	1650	3078	198	212	410
Tunica	70	110	180	640	656	1296	65	100	165	633	630	1263
Union	*1695	1647	3342	572	542	1114	1801	1696	3497	476	425	901

Warren	1129	1102	2231	4985	4442	9427	405	370	775	2068	2123	4191
Washington	550	602	1152	5549	5309	10858	.....	.....	.....	.....	.....	.....
Wayne	600	550	1150	575	590	1165	1029	895	1924	630	655	1285
Webster	1450	1300	2750	791	650	1441	1450	1350	2800	800	600	1400
Wilkinson	694	593	1287	2919	3224	6143	463	459	922	2198	2297	4495
Winston	1254	1148	2402	1076	1072	2158	1184	1097	2281	1093	1058	2151
Yalobusha	*1789	1999	3788	1703	1805	3508	1400	1600	3000	1500	1600	3100
Yazoo	1905	1685	2590	4958	5192	10150	1820	1620	3440	4430	4640	9070
Totals	97395	94397	191792	137101	135581	272682	90198	85287	175485	105139	105027	210166

*Estimates as to sex, the assessors having reported only totals.

Five counties not reported in enumeration by teachers.

TABLE III. TABLE IV.

COUNTIES.	Total Enrollment.						Average Daily Attendance.					
	White.			Colored.			White.			Colored.		
	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.
Adams	303	360	363	1601	1726	3327	208	201	409	839	955	1794
Alcorn	1365	1276	2641	471	550	1021	728	709	1437	217	267	484
Amite	1230	1037	2267	1235	1151	2386	774	701	1475	808	789	1597
Attala	2033	2049	4082	1244	1350	2594	893	1132	2025	627	775	1402
Benton	866	752	1618	655	598	1253	491	438	929	307	299	606
Bolivar	253	283	536	1822	1971	3793	171	202	373	1104	1204	2308
Calhoun	1559	1594	3153	504	518	1022	767	728	1495	325	512	837
Carroll	1400	1375	2775	1200	1506	2706	790	800	1590	907	1083	1990
Chickasaw	1330	1200	2530	2094	1968	4062	768	769	1537	897	906	1803
Choctaw	1009	1309	2318	430	462	892	765	810	1575	221	289	510
Claiborne	458	506	964	1339	1374	2713	233	297	530	603	641	1244
Clarke	1086	909	1995	947	1017	1964	483	561	1044	480	532	1012
Clay	850	770	1620	1604	1650	3254	533	519	1052	889	957	1846
Coahoma	253	204	457	1233	1298	2531	132	118	250	770	670	1440
Copiah	1940	1887	3827	1755	2058	3813	1108	1181	2289	987	1220	2207
Covington	820	673	1493	351	378	729	405	426	831	199	204	403
DeSoto	948	812	1760	1940	1868	3808	574	559	1133	937	956	1893
Franklin	802	740	1542	527	657	1184	446	449	895	291	349	640
Greene	387	309	696	61	70	131	257	197	454	45	60	105

Grenada	377	342	719	1324	1386	2710	212	225	437	775	756	1531
Hancock	633	653	1286	253	276	529	353	367	720	121	153	274
Harrison	838	874	1712	324	175	499	511	540	1051	182	180	362
Hinds	1343	1240	2583	3516	3904	7420	906	868	1774	1755	2015	3770
Holmes	1080	840	1920	3320	3720	7040	687	612	1299	1953	1968	3921
Issaquena	77	56	133	1031	929	1950	43	39	82	554	502	1056
Itawamba	1949	1695	3644	230	212	442	880	799	1679	110	121	231
Jackson	771	756	1527	311	336	647	503	503	1006	194	208	402
Jasper	1250	1103	2353	906	842	1748	690	644	1334	502	470	972
Jefferson	496	441	937	1287	1367	2654	307	285	592	698	778	1476
Jones	1270	1300	2570	150	158	308	691	565	1256	96	107	203
Kemper	1200	1200	2500	1400	1240	2640	960	1040	2000	1200	1000	2200
Lafayette	2113	2043	4156	1806	1827	3633	1063	1011	2074	725	726	1451
Lauderdale	2040	1901	3941	1409	1564	2973	1095	1110	2205	866	949	1815
Lawrence	940	831	1771	789	790	1579	549	506	1055	407	380	787
Leake	1608	1381	2989	807	753	1560	786	804	1590	430	435	865
Lee	2238	1890	4128	1569	1514	3083	1417	1310	2727	875	779	1654
Leflore	155	173	328	1293	1132	2425	94	108	202	761	649	1410
Lincoln	1304	1101	2405	808	810	1618	745	677	1422	471	509	980
Lowndes	847	816	1663	2175	2345	4520	460	496	956	1175	1291	2466
Madison	740	779	1519	2090	2340	4430	441	450	891	1170	1360	2530
Marion	1119	1051	2170	373	395	768	736	730	1466	258	271	529
Marshall	1659	1429	3088	2319	2289	4608	1234	1115	2349	1549	1401	2950
Monroe	1486	1359	2845	2063	2109	4172	878	841	1719	1299	1390	2689
Montgomery	1197	1166	2363	847	815	1662	758	785	1543	639	667	1306
Neshoba	784	850	1634	188	202	390	508	569	1177	140	172	312
Newton	1652	1487	3139	861	896	1757	907	868	1775	452	490	942
Noxubee	543	565	1108	2463	2653	5116	320	386	706	1284	1327	2611

TABLE III.

TABLE IV.

COUNTIES.	Total Enrollment.						Average Daily Attendance.					
	White.			Colored.			White.			Colored.		
	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.
Oktibbeha	713	768	1481	1345	1342	2687	375	449	824	673	738	1411
Panola	1761	1765	3526	2944	2942	5886	1184	1270	2454	1966	1930	3896
Perry	874	836	1710	154	148	302	686	570	1256	108	121	229
Pike	1488	1271	2759	1383	1457	2840	1020	1197	2217	1483	911	2394
Pontotoc	1435	1595	3030	566	644	1210	895	974	1869	312	372	684
Prentiss	1702	1647	3349	534	475	1009	719	644	1363	175	196	371
Quitman	43	57	100	267	240	507	33	44	77	130	126	256
Rankin	1235	1130	2365	1304	1368	2672	704	682	1386	732	769	1501
Scott	1077	978	2055	719	738	1457	545	485	1030	443	462	905
Sharkey	113	106	219	742	694	1436	79	76	155	441	476	917
Simpson	746	692	1438	544	560	1104	550	862	1412	293	338	631
Smith	1291	1087	2378	219	196	415	806	714	1520	130	121	251
Sunflower	226	261	487	522	495	1017	110	128	238	259	251	510
Tallahatchie	596	600	1196	900	1073	1973	420	480	900	570	632	1202
Tate	1876	1819	3695	1596	1538	3134	979	1087	2066	952	897	1849
Tippah	1570	1278	2848	426	459	885	867	749	1616	228	239	467
Tishomingo	845	939	1784	188	184	372	618	685	1303	135	142	277
Tunica	65	100	165	633	630	1263	27	28	55	433	417	850
Union	1647	1598	3245	401	372	773	910	840	1750	242	222	464

Warren	587	675	1262	2589	2750	5339	368	423	791	1673	1764	3437
Washington	325	297	622	2631	2653	5284	235	238	437	1651	1742	3393
Wayne	481	483	964	406	455	861	243	253	496	216	266	482
Webster	1200	1050	2250	550	625	1175	781	680	1461	425	500	925
Wilkinson	371	361	732	1501	1515	3016	284	244	528	988	1003	1991
Winston	79	752	1543	715	690	1405	586	567	1153	314	358	672
Yalobusha	1400	1600	3000	1500	1600	3100	1100	1400	2500	900	1300	2200
Yazoo	1054	1010	2064	3089	3267	6356	638	674	1312	1751	1978	3729
Totals	76113	72322	148435	85293	88259	173552	45223	45493	90716	49717	51993	101710

NOTE—The report of the average attendance and enrollment from Perry county is only an estimate, as no reliable statistics were furnished by the superintendent.

TABLE V.

SHOWING EDUCABLE CHILDREN, NO ENROLLED, AVERAGE ATTENDANCE, NO. SCHOOLS, DAYS TAUGHT, AVERAGE PUPILS TO EACH TEACHER, PER CAPITA COST, COST PER MONTH, AND TOTAL DAYS ATTENDANCE.

COUNTIES.	Auditor's list for State distribution.—Educable children.	No. pupils enrolled.	Average attendance.	No. Schools. White.	No. Schools. Colored.	No. Schools. Total.	Average days taught in country.	Average No. for each sch'l.	Av'ge for each tch'r empl'd	Country Schools. Exp'ded for each: Educable child.	Enrolled.	In average attendance.	Cost per pupil per month in country schools.	Total days attendance in country and city during term of County Schools	Total days attendance in cities during time not covered by term of County Schools.
Adams	11,208	3,990	2,203	25	48	73	100	30	26	$1.04	$2.77	$4.98	$ .99	220,300	52,160
Alcorn	5,143	3,662	1,921	48	18	66	80	29	22	2.00	2.82	5.87	1.47	153,680	2,900
Amite	5,677	4,653	3,072	53	34	87	78	35	26	2.33	3.14	4.75	1.22	239,606	.....
Attala	8,564	6,576	3,428	87	47	134	80	26	24	2.03	2.62	5.07	1.27	274,240	16,160
Benton	4,104	2,871	1,535	53	26	79	80	19	18	2.28	3.26	6.10	1.52	122,800	.....
Bolivar	4,187	4,329	2,681	21	47	68	71	39	31	1.98	1.98	3.19	.90	190,351	.....
Calhoun	5,764	4,175	2,432	59	25	84	78	29	23	2.98	4.12	7.38	1 85	189,696	.....
Carroll	6,762	5,481	3,580	59	44	103	80	35	29	1.63	2.58	3.93	.49	286,400	.....
Chickasaw	9,136	6,592	3,340	54	47	101	95	33	21	1.83	2.71	5.50	1.16	317,300	12,870
Choctaw	3,625	4,210	2,885	45	17	62	78	33	22	1.44	1.53	3.15	.81	225,030	.....
Claiborne	6,259	3,677	1,774	32	35	67	114	26	27	2 26	3.44	7.25	1.26	202,236	10,230
Clarke	6,070	3,959	2,056	53	30	83	80	25	20	1.36	2.08	3.22	.40	164,480	.....
Clay	7,532	4,874	2,898	36	38	74	100	39	32	2.00	3.18	5.43	1.08	289,800	44,720

Coahoma	4,646	2,988	1,690	18	35	53	100	32	35	1.80	2.58	4.56	.91	169,000	.....
Copiah	9,601	7,640	4,496	72	61	133	120	34	30	2.00	3.12	5.40	.90	539,520	25,820
Covington	2,637	2,222	1,234	44	16	60	52	21	24	1.84	2.15	2.47	.95	64,272	.....
DeSoto	8,437	5,568	3,026	40	45	85	100	36	22	2.15	3.25	5.99	1.19	302,600	.....
Franklin	4,080	2,726	1,535	33	21	54	76	28	28	1.77	2.58	4.58	1.20	116,660	.....
Greene	1,555	827	559	24	4	28	60	19	18	2.35	2.88	4.33	1.44	33,540	.....
Grenada	5,426	3,429	1,868	22	45	67	78	28	21	2.00	2.55	4.65	1.20	145,704	12,810
Hancock	3,159	1,815	994	37	11	48	80	27	25	2.34	4.06	7.44	1.86	79,520	5,460
Harrison	3,571	2,211	1,413	43	10	53	80	27	20	3.59	3.94	6.23	1.35	113,040	17,800
Hinds	17,915	10,003	5,544	55	69	124	120	45	33	1.38	2.72	5.13	.85	665,280	28,880
Holmes	10,858	8,960	5,210	41	64	105	80	50	41	1.72	2.05	3.53	.88	416,800	.....
Issaquena	4,383	2,088	1,138	8	28	36	100	31	28	1.60	3.50	6.00	1.20	113,800	.....
Itawamba	4,168	4,086	1,910	57	9	66	80	29	24	2.11	2.45	5.23	1.30	152,800	.....
Jackson	3,415	2,174	1,408	35	8	43	80	30	25	2.38	3.57	5.56	1.39	112,800	.....
Jasper	5,116	4,101	2,306	50	26	76	80	31	27	1.66	2.21	3.95	.49	184,480	.....
Jefferson	4,513	3,590	2,068	34	33	67	85	31	23	1.95	2.95	5.10	1.24	175,780	.....
Jones	2,053	2,878	1,459	45	7	52	75	28	24	1.64	2.04	4.03	1.07	109,425	.....
Kemper	6,810	5,280	4,200	60	50	110	78	38	54	2.18	2.72	3.43	.88	327,600	.....
Lafayette	7,675	7,789	3,525	76	49	125	79½	28	19	2.30	2.45	5 46	1.36	296,100	24,011
Lauderdale	10,857	5,877	4,020	72	36	108	77	37	30	2.61	2.63	4.62	1.20	247,478	89,931
Lawrence	3,998	3,250	1,842	40	23	63	78	29	24	1.72	2.36	4.15	1.06	143,676	.....
Leake	5,274	4,549	2,455	54	26	80	75	31	23	1.32	2.12	3.93	1.04	184,125	.....
Lee	8,185	7,211	4,381	60	30	90	80	48	30	1.44	2.20	2.60	.65	350,480	15,760
Leflore	2,834	2,753	1,612	14	33	47	78	36	30	1.67	2.22	3.78	.96	167,778	.....
Lincoln	5,603	4,023	2,402	54	25	79	77	30	24	3.15	3.06	5.05	1.29	184,954	9,324
Lowndes	11,029	6,183	3,422	31	48	79	100	43	30	1.31	2.56	4.60	.92	342,200	58,320
Madison	8,421	5,949	3,421	46	60	106	100	32	29	2.16	3.66	4.89	.98	342,100	10,000
Marion	3,147	2,938	1,995	53	21	74	70	27	28	2.24	2.79	4.11	1.17	139,650	.....

TABLE V.

SHOWING EDUCABLE CHILDREN, NO. ENROLLED, AVERAGE ATTENDANCE, NO. SCHOOLS, DAYS TAUGHT, AVERAGE PUPILS TO EACH TEACHER, PER CAPITA COST, COST PER MONTH, AND TOTAL DAYS ATTENDANCE.

COUNTIES.	Auditor's list for State distribution.—Educable children.	No. pupils enrolled.	Average attendance.	No. Schools.			Average days taught in country.	Average No. for each sch'l	Av'ge for each tch'r empl'd	Country Schools. Exp'ded for each:			Cost per pupil per month in country schools.	Total days attendance in country and city during term of County Schools.	Total days attendance in cities during time not covered by term of County Schools
				White.	Colored.	Total.				Educable child'rn	Enrolled.	In average attendance.			
Marshall	11,622	7,696	5,299	68	67	135	90	39	32	$1.62	$2.58	$3.73	$ .85	476,910	18,760
Monroe	14,760	7,018	4,408	61	43	104	100	42	27	1.54	3.93	5.25	1.05	440,800	27,680
Montgomery	4,980	4,025	2,849	50	29	79	74	36	27	2.02	2.50	3.39	.92	210.826	1,476
Neshoba	3,220	2,024	1,486	64	15	79	80	19	24	2.19	3.48	4.74	1.18	118,880	.....
Newton	5,977	4,896	2,717	56	29	85	79	32	24	2.29	2.78	5.00	.63	317,659	.....
Noxubee	14,224	6,224	3,317	38	91	129	95	25	28	2.26	2.79	5.40	1.13	315,115	29,750
Oktibbeha	6,038	4,168	2,235	33	29	62	100	36	21	1.66	2.41	4.55	.91	223,500	13,960
Panola	10,872	9,412	6,350	63	62	125	120	51	28	1.83	2.60	3.85	.64	762,000	4,120
Perry	1,578	2,012	1,485	32	6	38	80	38	..	3.61	2.78	3.77	.94	118,800	.....
Pike	6.493	5,599	3,305	62	43	105	77	31	21	2.30	3.00	4.77	1.24	254,485	18,333
Pontotoc	4,984	4,230	2,553	63	24	87	80	28	21	2.40	2.95	4.85	1.21	164,240	.....
Prentiss	5,486	4,358	1,734	70	16	86	78	20	19	2.30	2.67	3.11	.80	134,252	.....
Quitman	487	607	333	11	10	21	80	16	21	2.15	2.88	5.54	1.38	26,640	.....

Rankin	6,058	5,037	2,748	58	43	101	80	27	26	1.99	2.12	4.40	1.10	219,800	8,340
Scott	5,217	3,512	1,935	49	31	80	80	24	26	1.82	2.71	4.95	1.23	154,800	.....
Sharkey	2,045	1,655	1,092	10	19	29	100	37	22	1.77	3.64	5.62	1.12	109,200	.....
Simpson	3,518	2,542	2,044	53	19	72	70	28	18	2.11	2.96	4.77	1.42	143,080	.....
Smith	3,885	2,803	1,781	52	9	61	72	29	24	2.00	2.65	4.16	1.15	128,232	.....
Sunflower	1,839	1,504	748	13	16	29	100	25	22	2.83	3.99	8.00	1.60	74,800	.....
Tallahatchie	4,028	3,169	2,102	34	42	76	80	28	29	2.08	3.03	4.56	1.14	168,160	.....
Tate	6 914	6,829	3,916	50	40	90	100	43	32	2.13	2.49	4.34	.86	391,600	.....
Tippah	5,307	3,833	2,084	72	16	88	79	24	21	1.86	2.57	4.74	1.20	164,636	.....
Tishomingo	3,121	2,156	1,580	49	8	57	80	27	26	3.00	4.30	4.85	1.21	121,280	2,660
Tunica	2,064	1,428	961	11	22	33	100	29	26	2.98	4.44	5 80	1.16	96,100	.....
Union	4,458	4,018	2,304	70	22	92	77	24	18	2.99	3.29	4.35	1.13	177,408	.....
Warren	11,725	6 601	4,228	30	57	87	89	48	35	1.68	2.59	3.85	.87	282,631	92,053
Washington	12,010	5,906	3,866	15	58	73	100	53	36	2.03	4.13	6.31	1.26	386,600	42,000
Wayne	3,355	1,825	978	20	12	32	80	30	25	1.26	2.21	4.13	1.03	78,240	....
Webster	4,166	3,425	2,385	55	20	75	80	32	24	2.60	4.60	4.89	1.20	190,800	.....
Wilkinson	7,484	3,748	2,519	33	49	82	79	31	25	2.11	3.05	4.57	.87	199,001	.....
Winston	4,057	2,938	1,825	57	21	78	80	23	14	1.58	2.17	3.47	.87	226,000	.....
Yalobusha	5,789	6,100	4,700	44	32	76	80	62	48	2.31	2.65	2.96	.74	376,000	67,420
Yazoo	12,058	8,420	4,941	59	80	139	100	36	29	1.80	2.91	5.01	1.00	494,100	26,400
Totals	453,224	322,027	192,426	3,348	2,429	5,777	85	33	27	1.97	2.80	4.70	1.08	16,838,656	709,108
Average length of school term, in days														87	153

TABLE VI.

COUNTIES.	No. Institutes Held.			Amount Institute Fund Collected from:			Number Teachers Examined.			Number Teachers Licensed.		
	White.	Col'rd.	Total.	White.	Col'rd.	Total.	Fall.	Spr'ng	Total.	Fall.	Spr'ng	Total.
Adams	7	9	16	$ 15 50	$ 73 00	$ 88 50	51	126	177	29	88	117
Alcorn	16	8	24	38 00	10 00	48 00	77	19	96	65	16	81
Amite	9	8	17	44 00	51 50	95 50	105	86	191	88	103	191
Attala	9	4	13	35 00	25 00	60 00	135	34	169	92	50	142
Benton	10	8	18	24 00	21 50	45 50	63	28	91	48	40	88
Bolivar	...	3	3	5 50	18 00	23 50	41	11	52	11	36	47
Calhoun	6	4	10	69 00	14 50	83 50	92	40	132	69	6	75
Carroll	2	4	6	15 00	30 00	45 00	60	42	102	35	45	80
Chickasaw*	3	3	6	40 00	38 50	78 50	78	79	157	60	31	91
Choctaw	6	7	13	22 50	10 00	32 50	39	26	65	41	18	59
Claiborne	9	9	18	18 50	29 00	47 50	55	40	95	32	40	72
Clarke	5	5	10	28 50	24 50	53 00	76	30	106	54	27	81
Clay	4	4	8	49 00	20 00	69 00	134	4	138	39	76	115
Coahoma	5	8	13	10 00	21 00	31 00	26	36	62	20	32	52
Copiah	6	4	10	35 00	25 00	60 00	90	50	140	72	35	107
Covington	6	3	9	20 00	6 00	26 00	18	24	42	25	10	35
DeSoto	10	10	20	28 00	58 50	86 50	132	41	173	58	101	159
Franklin	4	4	8	5 00	7 00	12 00	11	13	24	16	6	22
Greene	3	....	3	5 50	50	6 00	7	7	14	11	2	13

Grenada	8	8	16	12 00	23 50	35 50	46	25	71	16	17	33
Hancock	6	1	7	22 60	5 50	28 10	12	26	38	20	9	29
Harrison	16	4	20	34 00	7 50	41 50	54	29	83	52	10	62
Hinds	5	5	10	55 50	55 00	110 50	205	16	221	106	98	204
Holmes	14	16	30	35 00	55 00	90 00	108	72	180	49	63	112
Issaquena	....	..	....	50	11 00	11 50	26	.....	26	9	33	42
Itawamba	8	8	16	35 00	5 00	40 00	60	20	80	60	5	65
Jackson	6	...	6	12 00	6 00	18 00	25	11	36	23	8	31
Jasper	8	4	12	38 00	13 50	51 50	32	69	101	52	18	70
Jefferson	6	8	14	22 50	37 00	59 50	74	45	119	38	50	88
Jones	4	....	4	15 00	4 00	19 00	18	20	38	30	3	33
Kemper	8	8	16	17 00	23 00	40 00	43	37	80	16	26	42
Lafayette	11	7	18	32 00	19 50	51 50	121	53	174	90	61	151
Lauderdale	7	7	14	40 00	21 50	61 50	33	90	123	80	43	123
Lawrence	7	4	11	15 00	10 00	25 00	30	20	50	28	17	45
Leake	12	2	14	20 50	12 00	32 50	20	45	65	36	14	50
Lee	10	6	16	27 50	5 00	32 50	170	25	195	98	45	143
Leflore	...	8	8	4 00	12 00	16 00	23	12	35	14	19	33
Lincoln	8	8	16	28 00	14 00	42 00	61	35	96	61	35	96
Lowndes	8	8	16	31 50	51 00	82 50	55	120	175	79	67	146
Madison	12	12	24	35 00	50 00	85 00	50	120	170	50	80	130
Marion	4	2	6	25 00	7 00	32 00	10	70	80	60	6	66
Marshall	30	25	55	45 00	100 00	145 00	188	130	318	108	160	268
Monroe	10	5	15	28 00	39 50	67 50	95	47	142	49	70	119
Montgomery	6	4	10	35 00	16 00	51 00	98	10	108	75	25	100
Neshoba	4	3	7	35 00	17 00	52 00	.....	.....	... ..	75	11	86
Newton	13	7	20	66 50	19 50	86 00	58	114	172	59	26	85
Noxubee	6	6	12	27 50	68 00	95 50	128	63	191	41	69	110

TABLE VI.

COUNTIES.	No. Institutes Held.			Amount Institute Fund Collected from:			Number Teachers Examined.			Number Teachers Licensed.		
	White	Col'rd.	Total.	White	Col'rd.	Total.	Fall.	Spr'ng	Total.	Fall.	Spr'ng	Total.
Oktibbeha	....	....	....	$ 25 00	$ 30 00	$ 55 00	110	47	157	69	29	98
Panola	14	15	29	43 00	48 00	91 00	204	4	208	95	111	206
Perry	2	2	4	19 00	2 50	21 50	23	19	42	38	5	43
Pike	8	8	16	21 00	16 00	37 00	60	80	140	75	60	135
Pontotoc	12	8	20	35 00	13 00	48 00	92	6	98	73	20	93
Prentiss	15	8	23	36 00	18 00	54 00	72	36	108	93	15	108
Quitman	....	....	....	1 50	4 50	6 00	3	9	12	3	9	12
Rankin	8	8	16	35 00	50 00	85 00	85	120	205	78	92	170
Scott	6	3	9	32 00	29 00	61 00	58	60	118	40	20	60
Sharkey	....	....	....	1 50	11 00	12 50	25	.....	25	3	17	20
Simpson	9	9	18	25 00	2 50	37 50	50	35	85	60	25	85
Smith	6	3	9	33 00	14 00	37 00	40	34	74	62	8	70
Sunflower	....	....	....	.....	.....	.....	8	6	14	6	4	10
Tallahatchie	2	2	4	20 00	24 00	44 00	60	28	88	40	48	88
Tate	5	4	9	34 00	22 50	56 50	124	4	128	69	49	118
Tippah	12	4	16	41 50	7 50	49 00	75	23	98	70	6	76
Tishomingo	19	....	19	58 00	8 00	66 00	49	83	132	104	8	112
Tunica	4	4	8	5 00	7 00	12 00	11	7	18	10	26	36
Union	7	3	10	28 00	9 50	37 50	80	48	128	96	32	128

Warren	12	12	24	13 50	37 50	51 00	97	5	102	27	75	102
Washington	....	18	18	.....	35 00	35 00	86	53	139	18	79	97
Wayne	4	4	8	13 50	9 00	22 50	36	13	49	27	9	36
Webster	8	8	16	40 00	20 00	60 00	60	60	120	70	15	85
Wilkinson	....	6	6	3 50	32 50	36 00	19	56	75	4	5	9
Winston	8	7	15	12 50	15 00	27 50	27	28	55	22	29	51
Yalobusha	6	6	12	15 00	25 00	40 00	60	20	80	50	20	70
Yazoo	4	4	8	24 00	35 00	59 00	118	.....	118	39	67	106
Totals	528	427	1055	$1917 10	$1707 50	$3625 60	3865	2954	6819	2670	2733	6403

* Estimated, no report.

TABLE VI.

COUNTIES.	Number mills levied.		Number Teachers employed of each grade.					
			White.			Colored.		
	County.	City.	First Grade.	Second Grade.	Third Grade.	First Grade.	Second Grade.	Third Grade.
Adams	2	....	3	22	...	4	43	9
Alcorn	3	3	28	31	5	1	6	14
Amite	4	....	57	7	2	13	26	15
Attala	4	5	68	24	...	1	36	13
Benton	2	...	27	25	2	3	7	19
Bolivar	3	...	17	5	....	1	24	39
Calhoun	3	....	65	29	6	3	16	7
Carroll	3¼	....	52	12	2	14	19	25
Chickasaw	3	....	62	18	...	7	34	36
Choctaw	3	....	9	28	11	....	8	9
Claiborne	3	3	12	17	4	...	13	20
Clarke	3	....	28	29	7	2	13	22
Clay	3	3½	29	15	....	8	25	13
Coahoma	3	....	9	8	....	3	13	16
Copiah	4½	5	64	25	4	3	16	37
Covington	3	....	18	15	3	2	3	8
DeSoto	3	....	47	8	....	9	48	26
Franklin	3	....	20	13	1	3	12	5
Greene	3½	....	13	8	4	....	3	....
Grenada	3	4½	12	14	4	6	29	27
Hancock	3	....	16	13	2	1	3	5
Harrison	3¼	....	24	18	13	2	5	9
Hinds	½	3½	63	18	....	13	46	28
Holmes	3	....	39	15	....	7	37	30
Issaquena	....	....	7	1	....	6	12	15
Itawamba	3	....	45	23	1	1	6	3
Jackson	4	..	15	13	3	1	5	3
Jasper	3	...	30	22	3	2	14	16
Jefferson	5	....	29	8	2	10	24	15
Jones	3	....	14	26	15	....	1	6
Kemper	...	....	32	12	....	2	12	19
Lafayette	5	5	75	35	2	2	31	37
Lauderdale	3	3	56	14	....	8	17	15
Lawrence	1	....	22	20	7	9	13	7
Leake	4	...	44	22	4	3	15	17
Lee	3	3	74	27	2	1	14	28
Leflore	5	....	7	8	....	8	26	4
Lincoln	5	5	44	18	....	7	20	12

TABLE VI.

COUNTIES.	Number mills levied.		Number teachers employed of each grade.					
			White.			Colored.		
	County.	City.	First Grade.	Second Grade.	Third Grade.	First Grade.	Second Grade.	Third Grade.
Lowndes	2	3	35	9	2	7	20	45
Madison	3½	3	31	20	1	5	33	28
Marion	5	..	35	16	3	3	10	3
Marshall	3	4	63	17	1	10	29	43
Monroe	1	3	20	46	8	2	25	60
Montgomery	3	3	49	8	....	8	16	15
Neshoba	3½	...	28	22	....	2	5	5
Newton	5	....	70	6	1	4	11	21
Noxubee	1	4	23	13	5	15	35	26
Oktibbeha	3	5	29	12	1	3	36	25
Panola	3	4	42	46	9	12	66	53
Perry	3	...	22	8	2	....	6	6
Pike	4½	....	52	12	1	31	28	5
Pontotoc	3	....	70	22	2	1	10	18
Prentiss	3	....	36	36	3	1	7	6
Quitman	3	....	6	1	..	4	3	2
Rankin	2¼	2	54	3	....	9	15	24
Scott	5	...	33	18	...	3	12	7
Sharkey	1	...	7	3	....	3	18	8
Simpson	7¼	....	49	26	6	13	12	5
Smith	5	....	23	34	...	1	8	2
Sunflower	....	....	11	3	....	6	10	3
Tallahatchie	3	....	18	14	2	6	23	9
Tate	4	....	44	19	5	3	19	23
Tippah	....	....	45	34	....	4	3	11
Tishomingo	3	3	32	19	....	2	2	6
Tunica	0	....	9	2	....	.....	15	11
Union	3	....	27	20	4	15	26	4
Warrren	3	4	12	32	....	3	48	36
Washington	0	½	20	7	1	4	38	38
Wayne	3	....	6	15	1	2	5	9
Webster	4½	....	36	33	1	4	12	14
Wilkinson	4	....	6	19	4	14	23	33
Winston	3	....	75	17	....	1	17	20
Yalobusha	5½	7½	51	11	....	4	28	3
Yazoo	3	3½	47	20	....	22	38	44
Totals			2408	1319	172	394	1408	1298

TABLE VII.

COUNTIES.	No. Teachers Employed in Public Schools during Year.						Total Both Races.	Total Amount Paid in Salaries of Teachers, in 1888-'89.			Total Amount Paid Teachers in 1885.		
	White.			Colored.									
	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.		White.	Colored.	Total.	White.	Colored.	Total.
Adams	3	22	25	8	48	56	81	6,860 00	10,182 45	17,042 45	$6,170 10	$ 9,098 74	$15,269 84
Alcorn	35	29	64	12	9	21	85	8,189 23	2,107 70	10,296 93	9,600 29	2,557 07	12,157 36
Amite	37	29	66	33	21	54	120	8,130 34	6,482 75	14,613 09	7,971 25	6,356 21	14,327 46
Attala	44	48	92	34	16	50	142	12,820 95	5,345 10	18,166 05	9,296 76	5,304 40	14,601 19
Benton	29	25	54	21	8	29	83	6,123 38	2,120 35	8,243 73	5,487 81	3,102 83	8,590 64
Bolivar	2	20	22	42	22	64	86	3,466 25	4,482 65	7,948 90	296 25	1,562 00	1,858 25
Calhoun	42	35	77	26	5	31	108	13,466 57	3,677 84	17,144 41	7,668 80	1,440 00	9,108 80
Carroll	24	42	66	33	25	58	124	7,645 90	5 986 70	13,632 60	8,480 82	8,616 96	17,097 98
Chickasaw	30	50	80	40	37	77	157	11,063 60	8,460 40	19,524 00	7,194 82	9,690 00	16,884 82
Choctaw	29	19	48	14	3	17	65	4,968 00	1,586 00	6,554 00	1,720 00	600 00	2,320 00
Claiborne	8	25	33	16	17	33	66	7,166 15	6,002 85	13,169 00	5,859 15	6,263 20	12,122 35
Clarke	38	26	64	19	18	37	101	4,997 88	3,256 15	8,254 03	2,448 60	1,711 32	4,159 92
Clay	21	23	44	28	20	48	92	6,374 55	5,875 95	12,249 45	8,935 25	6 830 00	15,765 25
Coahoma	3	14	17	18	14	32	49	4,640 00	3,075 50	7,715 50	3,400 00	5,625 00	9,025 00
Copiah	23	70	93	26	30	56	149	21,825 00	8,015 00	29,840 00	8,623 00	9,642 00	18,265 00
Covington	23	13	36	10	3	13	49	3,825 92	931 50	4,784 42	2,000 00	800 00	2,800 00
DeSoto	15	40	55	53	30	83	138	9,154 45	8,393 95	17,548 40	8,538 28	10,525 71	19,063 99

Franklin	18	16	34	12	8	20	54	4,641 45	2,387 00	7,028 45	3,016 00	3,056 00	6,072 00
Greene	12	13	25	4	....	4	29	2,642 35	517 25	3,159 60	1,365 67	160 00	1,525 67
Grenada	9	21	30	39	20	59	89	4,092 43	5,129 65	9,222 45	2,636 02	4,078 88	6,714 90
Hancock	14	17	31	2	7	9	40	4,657 50	865 50	5,523 00	4,204 12	1,307 65	5,511 77
Harrison	15	40	55	7	9	16	71	8,030 50	1,847 50	9,877 50	4,863 31	1,981 28	6,844 61
Hinds	13	68	81	51	36	87	168	16,268 05	13,491 00	29,759 05	.....	.....	.....
Holmes	14	40	54	47	27	74	128	7,810 15	9,851 40	17,661 55	6,149 16	11,142 41	17,291 57
Issaquena	3	5	8	26	7	33	41	2,350 00	4,560 00	6,910 00	915 00	6,008 50	6,923 50
Itawamba	59	10	69	9	1	10	79	8,985 39	1,021 83	10,007 22	11,329 88	1,027 29	12,357 17
Jackson	11	33	44	6	6	12	56	5,961 60	1,411 30	7,372 90	3,288 08	593 45	3,881 53
Jasper	35	20	55	20	12	32	87	6,260 00	2,457 25	8,717 25	4,894 20	1,786 20	6,662 40
Jefferson	16	23	39	32	17	49	88	5,000 00	5,551 00	10,551 00	6,646 67	4,659 60	11,306 27
Jones	26	29	55	7	....	7	62	5,128 00	432 00	5,560 00	2,369 72	434 70	2,804 42
Kemper	30	15	45	18	15	33	78	9,500 00	4,910 00	14,410 00	7,239 29	2,940 00	10 179 29
Lafayette	40	72	112	49	21	70	182	15,250 41	5,760 35	21,010 76	14,206 50	10,381 10	24,587 60
Lauderdale	51	36	87	29	17	46	133	17,620 48	5,714 90	23,335 38	5,482 32	3,109 61	8,591 93
Lawrence	21	28	49	21	8	29	78	4,681 28	2,732 48	7,413 73	3,985 21	2,405 08	6,390 29
Leake	43	27	70	24	11	35	105	7,539 54	2,105 96	9,645 50	5,368 10	2,331 90	7,800 00
Lee	51	52	103	26	17	43	146	13,039 05	3,648 50	16,687 55	10,627 21	5,901 37	16,528 58
Leflore	1	14	15	27	12	39	54	1,889 25	3,868 10	5,757 35	1,154 60	5,280 20	6,434 80
Lincoln	38	24	62	15	24	39	101	9,327 62	2,945 00	12,272 62	5,484 90	2,422 25	7,907 15
Lowndes	3	43	46	36	36	72	118	12,495 55	8,697 50	21,193 05	10,746 34	8,718 25	19,465 09
Madison	15	37	52	34	32	66	118	8,938 50	8,056 30	16,994 70	8,000 00	11,200 00	19,200 00
Marion	34	20	54	14	2	16	70	6,702 20	1,511 25	8,213 45	3,578 21	1,483 81	5,062 02
Marshall	19	62	81	36	46	82	163	13,470 95	8,404 95	21,875 90	11,283 90	10,196 73	21,480 63
Monroe	22	52	74	56	31	87	161	14,613 00	9,047 00	23,660 00	7,820 00	6,200 00	14,020 00
Montgomery	25	42	67	18	21	39	106	7,841 00	2,867 00	10,208 00	7,699 00	5,130 00	12,829 00
Neshoba	32	18	50	7	5	12	62	5,900 00	1,008 00	6,908 00	6,506 80	1,196 16	8,702 96

TABLE VII.

Counties.	No. Teachers Employed in Public Schools during Year.						Total, Both Races.	Total Amount Paid in Salaries of Teachers, in 1889–'89.			Total Amount Paid Teachers in 1885.		
	White.			Colored.				White.	Colored.	Total.	White.	Colored.	Total.
	Male.	Fem'l.	Total.	Male.	Fem'l.	Total.							
Newton	48	29	77	24	12	36	113	$ 10,084 13	$ 3,123 65	$ 13,207 78	$ 6,840 00	$ 3,543 85	$ 10,383 85
Noxubee	8	33	41	42	33	75	116	8,072 00	11,080 00	19,152 00	4,979 91	20,039 19	25,019 10
Oktibbeha	12	30	42	53	11	64	106	8,037 00	5,427 50	13,464 50	5,011 46	4,421 10	9,432 56
Panola	14	83	92	74	57	131	228	13,976 20	12,265 10	26,241 30	11,227 59	13,268 97	24,496 64
Perry	....	....	32	....	....	6	38	4,474 12	900 00	5,370 00	1,119 34	648 90	1,768 24
Pike	32	48	80	36	37	73	153	11,712 83	4,984 12	16,696 95	5,013 56	6,704 40	11,717 97
Pontotoc	28	66	94	16	13	29	123	9,556 00	2,552 00	12,108 00	10,426 92	3,044 40	13,471 32
Prentiss	47	28	75	11	3	14	89	9,669 62	1,726 70	11,396 32	9,780 85	2,055 88	11,836 73
Quitman	1	6	7	9	....	9	16	861 35	890 20	1,751 55	506 40	993 60	1,500 00
Rankin	25	32	57	18	30	48	105	8,106 48	5,093 38	13,199 86	8,106 48	5,093 38	13,199 86
Scott	12	39	51	16	6	22	73	6,007 71	3,122 60	9,130 31	5,486 59	2,217 68	7,704 27
Sharkey	3	7	10	15	14	29	39	2,150 00	3,883 95	6,033 95	5,486 59	2,217 68	7,704 27
Simpson	38	43	81	21	9	30	111	5,502 00	2,037 66	7,539 66	2,831 85	1,112 02	3,943 87
Smith	40	17	57	9	2	11	68	6,449 46	971 35	7,420 81	3,600 00	500 00	4,100 00
Sunflower	7	7	14	14	5	19	33	2,637 80	2,534 00	5,171 80	2,160 36	2,136 41	4,296 77
Tallahatchie	12	22	34	27	11	38	72	4,883 90	4,720 00	9,603 90	4,487 97	4,681 84	9,169 81
Tate	19	49	68	35	20	55	123	11,445 00	5,567 25	17,012 25	11,283 32	8,132 35	19,415 67

Tippah	51	28	79	14	4	18	97	7,967 45	1,384 85	9,352 30	9,170 16	2,793 23	11,963 39
Tishomingo	42	9	51	3	7	10	61	8,684 42	855 00	9,539 42	8,927 81	1,101 15	10,028 96
Tunica	....	11	11	13	13	26	37	2,360 00	3,415 00	5,775 00	1,400 00	4,345 00	5,745 00
Union	51	45	96	19	13	32	128	10,041 15	2,528 31	12,569 46	7,277 13	2,704 80	9,891 93
Warren	5	39	44	41	35	76	120	11,765 50	12,135 50	23,901 00	2,632 35	7,915 29	10,547 64
Washington	6	21	27	56	25	81	108	7,245 00	11,834 91	19,079 91	3,679 00	12,514 73	16,193 73
Wayne	6	16	22	12	4	16	38	2,586 85	1,457 50	4,044 35	1,877 99	668 37	2,546 36
Webster	32	38	70	20	10	30	100	8,280 00	2,976 00	11,256 00	5,992 00	2,500 00	8,492 00
Wilkinson	6	23	29	54	16	70	99	4,015 95	7,514 .5	11,530 20	3,800 27	6,631 34	10,431 61
Winston	34	58	92	17	21	38	130	5,385 00	1,825 00	7,210 00	4,935 97	2,023 50	6,959 47
Yalobusha	22	40	62	26	9	35	97	11,660 00	4,027 50	15,687 50	.....	.....	.....
Yazoo	23	44	67	58	46	104	171	14,902 90	13 651 80	28,554 70	8,517 60	12,695 62	21,213 22
Totals	1700	2318	4018	1857	1240	3097	7115	$ 589,400 44	$ 341,268 16	$ 930,668 60	421110 86	341,562 86	762,673 42

TABLE VIII.

COUNTIES.	No. Public School Houses built during scholastic year of 1888–'89.				Private Schools.					
					Number of—			Attendance in Private Schools.		
	Log.	Frame.	Brick.	Total.	White.	Colored.	Total.	White.	Colored.	Total.
Adams	1	1	....	2	9	2	11	480	125	605
Alcorn	1	5	....	6	5	1	6	370	50	420
Amite	5	19	....	24	5	1	6	350	50	400
Attala	4	6	....	10	....	....	....	.....	.....	.....
Benton	1	3	....	4	8	5	13	165	85	250
Bolivar	....	....	....	....	....	....	....	.....	.....	.....
Calhoun	1	2	....	3	....	....	....	.....	.....	.....
Carroll	1	10	....	11	20	5	25	360	100	460
Chickasaw	....	....	....	....	13	....	13	.....	.....	.....
Choctaw	....	3	....	3	7	....	7	.....	.....	.....
Claiborne	....	2	....	2	3	....	3	201	.....	201
Clarke	4	6	....	10	1	....	1	20	.....	20
Clay	....	5	....	5	1	....	1	32	.....	32
Coahoma	....	2	....	2	4	3	7	70	40	110
Copiah	2	23	2	27	....	....	....	.....	.....	.....
Covington	3	2	....	5	10	....	10	250	.....	250
DeSoto	4	2	...	6	1	....	1	31	.....	31
Franklin	2	....	....	2	....	....	....	.....	.....	.....
Greene	....	....	....	....	....	....	....	.....	.....	.....
Grenada	....	4	1	5	6	....	6	.....	.....	.....
Hancock	2	....	....	2	....	....	....	.....	.....	.....
Harrison	5	5	....	10	8	3	11	385	120	550
Hinds	....	2	....	2	4	1	5	200	50	250
Holmes	1	6	....	7	....	....	....	.....	.....	.....
Issaquena	....	....	....	....	....	....	....	.....	.....	.....
Itawamba	1	9	....	10	5	....	5	245	.....	245
Jackson	4	1	....	5	2	....	2	.....	.....	.....
Jasper	4	6	....	10	8	....	8	900	.....	900
Jefferson	1	....	....	1	3	....	3	160	.....	160
Jones	....	....	....	....	1	....	1	25	.....	25
Kemper	....	12	....	12	2	....	2	112	.....	112
Lafayette	10	6	....	16	39	10	49	813	250	1063
Lauderdale	5	10	3	18	18	8	26	575	195	770
Lawrence	6	5	....	11	10	2	12	250	40	290
Leake	1	2	....	3	2	1	3	.....	.....	.....
Lee	....	6	....	6	14	....	14	.....	.....	.....
Leflore	....	1	....	1	3	....	3	.....	.....	.....
Lincoln	6	10	....	16	4	2	6	450	150	600

TABLE VIII.

COUNTIES.	No. Public School Houses built during scholastic year of 1888-'89.				Private Schools.					
					Number of—			Attendance in Private Schools.		
	Log.	Frame.	Brick.	Total.	White.	Colored.	Total.	White.	Colored.	Total.
Lowndes	....	....	....	....	4	....	4	90	.....	90
Madison.	....	8	.....	8	13	2	15	158	30	188
Marion	....	....	.....	....	10	3	13	450	75	525
Marshall	2	6	....	8	3	1	4	190	353	543
Monroe	....	41	1	42	....	....	....	.....	.....	.....
Montgomery	....	....	....	....	12	4	16	290	85	375
Neshoba	....	....	....	....	....	....	....	.....	.....	.....
Newton	....	3	....	3	....	....	....	.....	.....	.....
Noxubee	....	14	1	15	3	....	3	306	.....	306
Oktibbeha	....	2	....	2	....	....	....	.....	.....	.....
Panola	2	5	....	7	5	1	6	104	20	124
Perry	....	....	....	....	1	....	1	16	.....	16
Pike	4	5	....	9	2	....	2	175	.....	175
Pontotoc	2	6	....	8	4	....	4	875	.....	875
Prentiss	...	5	....	5	6	....	6	355	.....	355
Quitman	1	1	....	2	...	....	....	.....	.....	.....
Rankin	2	2	....	4	....	....	....	.....	.....	.....
Scott	3	3	....	6	12	....	12	.....	.....	.....
Sharkey	....	4	....	4	....	....	....	.....	.....	.....
Simpson	6	11	....	17	11	....	11	216	.....	216
Smith	2	2	....	4	7	....	7	380	.....	380
Sunflower	....	3	..	3	....	....	...	.....	.....	.....
Tallahatchie	....	13	....	13	....	....	....	.....	.....	.....
Tate	1	3	....	4	....	....	....	.....	.....	.....
Tippah	....	1	....	1	7	....	7	450	.....	450
Tishomingo	....	2	....	2	1	....	1	.....	.....	.....
Tunica	....	1	....	1	....	....	....	.....	.....	.....
Union	....	5	....	5	8	....	8	.....	.....	.....
Warrren	...	4	....	4	8	2	10	275	125	850
Washington	....	12	1	13	5	1	6	150	60	210
Wayne	....	....	....	....	....	....	....	.....	.....	.....
Webster	....	....	....	....	4	1	5	120	90	210
Wilkinson	....	1	....	1	3	....	3	115	.....	115
Winston	5	13	....	18	51	13	64	.....	.....	.....
Yalobusha	3	3	....	6	....	....	....	.....	.....	.....
Yazoo	2	4	....	6	12	8	20	391	201	592
Totals	110	359	9	478	408	80	488	12,990	2,244	15,243

TABLE IX.

COUNTIES.	Average Salaries per Month in City and Country Combined.							Average Salaries per Month in Country Schools.						
	White.			Colored.			Aver. both races.	White.			Colored.			Aver. both races.
	Male.	Fem'l.	Aver.	Male.	Fem'l.	Aver.		Male.	Fem'l.	Aver.	Male.	Fem'l.	Aver.	
Adams	$53 33	$35 45	$37 60	$33 87	$30 75	$31 19	$33 17	$30 00	$30 00	$30 00	$28 00	$28 00	$28 00	$28 42
Alcorn	33 69	28 45	31 32	23 47	24 17	23 74	29 45	32 48	26 80	30 25	20 67	22 51	21 36	28 27
Amite	33 83	26 92	30 79	34 74	22 57	30 01	30 44	33 83	26 92	30 79	34 74	22 57	30 01	30 44
Attala	34 22	32 62	33 38	27 55	23 65	26 41	31 06	51 65	29 37	30 50	26 47	22 23	25 24	28 66
Benton	31 38	24 82	28 34	20 20	19 21	19 92	25 40	31 38	24 82	28 34	20 20	19 21	19 92	25 40
Bolivar	50 00	42 75	43 40	23 19	23 19	23 19	28 36	50 00	42 75	43 40	23 19	23 19	23 19	28 36
Calhoun	32 60	32 60	32 60	29 66	29 66	29 66	31 63	32 60	32 60	32 60	29 66	29 66	29 66	31 63
Carroll	37 00	33 00	34 45	32 00	20 00	26 83	30 90	37 00	33 00	34 45	32 00	20 00	26 83	30 90
Chickasaw	44 99	33 93	38 08	27 52	15 24	21 62	30 11	42 85	33 87	37 22	26 60	15 33	21 27	29 34
Choctaw	29 00	23 00	26 62	21 00	15 00	19 94	24 87	29 00	23 00	26 62	21 00	15 00	19 94	24 87
Claiborne	36 44	33 84	34 53	23 78	17 86	21 19	26 72	36 44	31 86	33 19	22 38	16 32	19 82	25 28
Clarke	29 00	28 60	28 83	21 00	17 00	19 05	25 24	29 00	28 60	28 83	21 00	17 00	19 05	25 44
Clay	38 50	43 04	40 88	32 24	18 82	26 04	33 65	31 77	41 89	36 39	32 02	18 62	26 72	31 06
Coahoma	45 00	37 14	38 52	22 66	16 00	19 74	26 26	45 00	37 14	38 52	22 66	16 00	19 74	26 26
Copiah	56 98	32 11	33 97	25 21	24 63	24 92	30 56	30 31	30 31	30 31	25 00	24 78	24 81	28 07
Covington	31 02	25 98	29 20	24 32	16 12	22 44	27 40	31 02	25 98	29 20	24 32	16 12	22 44	27 40
DeSoto	49 00	37 30	40 50	31 57	28 33	30 39	37 03	49 00	37 30	40 50	31 57	28 33	30 39	37 03
Franklin	35 23	30 30	32 91	31 42	20 88	21 20	28 57	35 23	30 30	32 91	31 42	20 88	21 20	28 57

Greene	24	25	24	25	24	25	28	90	.....	28	90	24	89	24	25	24	25	28	90	.....	28	90	24	89
Grenada	41	77	30	20	33	66	26	26	20	00	24	10	23	98	34	50	28	55	30	49	26	00	20	00	23	96	26	03
Hancock	38	82	33	25	25	76	35	00	20	00	23	33	32	97	38	82	33	25	35	76	35	00	20	00	23	33	32	97
Harrison	35	20	29	48	31	58	32	55	26	39	29	10	31	02	33	41	28	16	29	84	27	60	22	50	25	46	28	72
Hinds	39	87	29	13	31	35	25	08	25	19	25	13	28	13	32	12	28	15	28	77	24	39	24	07	24	20	26	37
Holmes	47	85	34	91	40	12	26	96	14	61	23	75	30	81	47	85	34	91	40	12	26	96	14	61	23	75	30	81
Issaquena	46	66	55	00	51	87	28	00	24	00	27	16	32	00	46	66	55	00	51	87	28	00	24	00	27	16	32	00
Itawamba	30	84	30	46	30	78	26	07	15	00	24	96	30	04	30	84	30	46	30	78	26	07	15	00	24	96	30	04
Jackson	44	22	29	08	32	77	37	15	21	65	29	40	32	12	44	22	29	08	32	77	37	15	21	65	29	40	32	12
Jasper	28	70	27	50	28	26	20	51	17	00	19	50	24	91	28	70	27	50	28	26	20	51	17	00	19	50	24	91
Jefferson	36	28	36	67	36	51	36	50	23	76	32	08	34	04	36	28	36	67	36	51	36	50	23	76	32	08	34	04
Jones	25	00	21	00	23	00	15	00	.....		15	00	22	75	25	00	21	00	23	00	15	00	.....		15	00	22	75
Kemper	40	00	36	25	38	75	36	25	18	50	28	48	34	28	40	00	36	25	28	48	36	25	18	50	28	48	34	28
Lafayette	36	39	37	52	37	15	21	85	19	36	21	10	30	96	33	67	37	21	35	86	21	40	19	33	20	78	29	92
Lauderdale	36	14	39	08	37	36	28	91	22	60	26	58	33	63	33	23	33	18	33	26	27	27	23	25	26	06	31	61
Lawrence	28	28	28	28	28	28	22	40	22	40	22	40	26	09	28	28	28	28	28	28	22	40	22	40	22	40	26	09
Leake	31	50	25	97	29	37	25	06	17	97	22	83	27	19	31	50	25	97	29	37	25	06	17	97	22	83	27	19
Lee	35	57	28	44	31	97	24	33	18	19	21	90	29	00	35	57	28	44	31	97	24	33	18	19	21	90	29	00
Leflore	55	00	29	80	31	48	26	29	23	72	24	51	26	65	55	00	29	80	31	48	26	29	23	72	24	51	26	65
Lincoln	40	56	29	84	36	41	27	69	25	51	26	27	32	41	40	56	29	84	36	41	27	69	25	51	26	27	32	41
Lowndes	84	81	42	88	47	32	25	58	22	21	23	95	33	80	.....		36	05	36	05	23	91	18	26	21	58	27	02
Madison	38	79	30	05	33	35	26	78	21	33	24	75	28	44	37	62	29	15	31	67	25	81	21	62	24	43	27	68
Marion	33	76	28	08	31	65	24	17	19	00	23	52	29	79	33	76	28	08	31	65	24	17	19	00	23	52	29	79
Marshall	36	05	33	89	34	35	24	06	20	08	21	83	28	05	30	00	33	29	32	56	23	55	19	72	21	31	26	96
Monroe	38	43	37	13	36	54	20	97	16	93	19	53	27	33	35	25	35	07	35	22	19	19	15	00	18	25	24	55
Montgomery	39	24	25	41	50	57	21	15	19	66	20	35	26	81	32	29	24	35	27	34	21	15	18	34	19	74	24	52
Neshoba	29	00	25	00	27	56	27	00	25	00	25	33	27	29	29	00	25	00	27	56	27	00	25	00	25	33	27	29
Newton	36	41	33	95	35	48	22	30	17	58	20	72	30	78	36	41	33	95	35	48	22	30	17	58	20	72	30	78

TABLE IX.

COUNTIES.	Average Salaries per Month in City and Country Combined.							Average Salaries per Month in Country Schools.						
	White.			Colored.			Aver. both races.	White.			Colored.			Aver. both races.
	Male.	Fem'l.	Aver.	Male.	Fem'l.	Aver.		Male.	Fem'l.	Aver.	Male.	Fem'l.	Aver.	
Noxubee	$51 80	$35 43	$38 91	$25 76	$19 66	$23 33	$28 08	$46 00	$35 18	$37 29	$25 40	$19 00	$22 58	$27 78
Oktibbeha	44 62	30 60	34 61	17 21	11 70	16 20	23 53	37 55	30 67	32 75	16 55	10 37	15 52	21 64
Panola	51 92	32 55	35 29	26 56	20 10	24 28	29 12	41 52	31 62	32 80	26 16	20 02	24 04	27 77
Perry	33 15	23 16	25 54	22 75	24 00	23 03	25 16	33 15	23 16	25 54	27 75	24 00	23 03	25 16
Pike	35 60	30 60	32 60	27 10	21 10	24 05	28 52	35 60	30 60	32 60	27 10	21 10	24 05	28 52
Pontotoc	34 00	29 00	30 00	24 00	19 00	22 00	26 00	34 00	29 00	30 00	24 00	19 00	22 00	26 00
Prentiss	28 61	24 46	27 06	23 27	16 44	21 80	26 23	28 61	24 46	27 06	23 27	16 44	21 80	26 23
Quitman	27 00	40 00	38 14	21 00	.....	21 00	28 50	27 00	40 00	38 14	21 00	.....	21 00	28 50
Rankin	32 79	28 42	30 34	22 44	19 50	20 00	25 89	31 66	27 75	29 44	22 00	19 50	20 40	25 23
Scott	31 72	25 32	26 81	23 00	18 11	21 66	25 26	31 72	25 32	26 81	23 00	18 11	21 66	25 26
Sharkey	45 00	42 14	43 00	31 73	22 00	27 79	31 69	45 00	42 14	43 00	31 73	22 00	27 79	31 69
Simpson	22 31	22 00	22 14	20 39	19 03	19 15	21 54	22 31	22 00	22 14	20 39	19 03	19 15	21 54
Smith	32 00	30 00	31 00	28 77	26 00	27 83	29 41	32 00	30 00	31 00	28 77	26 00	27 83	29 41
Sunflower	43 33	40 33	41 83	32 10	24 75	30 16	35 11	43 33	40 33	41 83	32 10	24 75	30 16	35 11
Tallahatchie	39 08	33 94	35 75	27 06	20 93	25 28	30 22	39 08	33 94	35 75	27 06	20 93	25 28	30 22
Tate	41 25	31 64	34 32	25 30	17 63	28 95	31 92	41 25	31 64	34 32	25 30	17 63	28 95	31 92
Tippah	25 82	24 10	25 21	21 75	10 41	19 23	24 10	25 82	24 10	25 21	21 75	10 41	19 23	24 10
Tishomingo	30 58	30 34	30 54	25 00	18 08	20 10	28 83	30 33	30 38	30 27	22 50	18 60	19 57	28 72

Tunica	.....	40 00	40 00	30 00	25 00	27 50	31 21	.....	40 00	40 00	30 00	25 00	27 50	31 21
Union	29 84	26 47	27 21	22 08	20 81	21 56	25 02	29 84	26 47	27 21	20 08	20 81	21 56	25 02
Warren	57 10	33 75	36 59	31 80	29 70	30 83	32 94	28 50	28 10	28 14	30 72	27 90	29 63	29 21
Washington	63 88	47 50	51 13	29 52	24 90	28 09	33 86	51 66	47 32	48 46	26 80	22 50	25 68	30 27
Wayne	34 53	27 47	29 30	27 72	15 87	24 75	27 44	34 53	27 47	29 30	27 72	15 87	24 75	27 44
Webster	30 25	29 50	30 00	20 75	20 75	20 75	27 22	30 25	29 50	30 00	20 75	20 75	20 75	27 22
Wilkinson	38 33	28 26	30 34	26 51	20 31	25 09	26 61	38 33	28 26	30 34	26 51	20 31	25 09	26 61
Winston	37 15	29 00	32 01	18 63	15 21	16 74	27 57	37 15	29 00	32 01	18 63	15 21	16 74	27 55
Yalobusha	43 82	33 31	36 39	21 82	25 03	22 61	29 52	31 00	32 81	32 23	20 52	26 63	21 84	26 72
Yazoo	46 64	34 60	38 73	25 61	27 28	26 44	31 20	41 32	34 31	36 61	24 74	25 99	24 95	28 91
For State	$38 77	$32 09	$35 97	$26 83	$20 48	$24 16	$29 16	$35 61	$31 53	$32 94	$25 73	$20 15	$23 44	$28 43

TABLE X.—FINANCIAL STATISTICS FROM REPORTS OF COUNTY SUPERINTENDENTS

RECEIPTS.	Adams.	Alcorn.	Amite.	Attala.	Benton.	Bolivar.	Calhoun.	Carroll.	Chickas'w	Choctaw.
Balance from 1887-8.....	$4,205 20	$3,286 73	.....	.....	.....	.....	.....	.....	.....	$ 294 95
State distribution.....	6,245 42	2,907 84	3,556 88	$4,946 53	$2,353 49	$ 423 50	$2,744 00	$3,187 00	$5,161 37	1,719 07
County levy.....	2,362 01	3,032 12	8,377 86	5,107 77	1,981 43	7,655 64	3,776 89	7,500 00	5,152 63	2,462 20
City levy.....	7,690 45	1,532 18	.....	1,249 76	.....	.....	.....	.....	1,255 46	.....
Polls collected.....	2,604 00	2,049 00	2,500 00	3,189 42	1,265 40	1,302 71	2,200 00	3,0.4 00	2,550 35	1,548 75
Fines and forfeitures.....	1,294 55	484 00	.....	1,080 07	526 55	2,726 05	1,000 00	800 00	1,806 23	688 60
Chickasaw distribution....	.....	2,394 04	.....	.....	2,425 16	.....	3,732 00	.....	3,018 80	.....
Interest or rent of 16th Sec.	.....	.....	.....	280 00	.....	.....	.....	.....	.....	.....
Railroad tax.....	.....	779 55	.....	695 52	308 05	.....	.....	.....	.....	.....
Rent of school houses	.....	44 95	.....	.....	.....	.....	.....	.....	.....	.....
Land redemption.....	.....	.....	.....	187 90	.....	.....	.....	113 58	.....	.....
Liquor license.....	.....	.....	.....	550 00	.....	.....	.....	.....	.....	.....
Building—2 & 3 p'r ct. fund	1,929 08	885 19	977 10	1,474 01	706 35	720 65	992 08	1,163 85	1,572 46	608 65
Total.....	26,330 71	17,395 70	15,311 84	18,760 98	9,566 43	12,828 55	14,444 97	15,765 33	20,519 20	7,322 22
DISBURSEMENTS.										
Salary of superintendent..	600 00	550 00	400 00	550 00	412 18	600 00	175 00	405 00	500 00	300 00
Paid in salaries to teachers	17,042 45	10,296 93	14,613 09	18,166 05	8,243 73	7,948 90	17,174 41	13,633 60	19,524 00	6,554 00
Fuel, rent, repairs, janitors	1,120 00	429 47	.....	85 00	.....	.....	.....	.....	.....	.....
Miscellaneous	368 19	540 40	49 66	.....	7 15	25 00	10 00	25 00	46 97	4 50
Treasurer's commissions ..	.....	187 00	.....	.....	221 50	.....	.....	.....	.....	178 50
Building school-houses....	.....	.....	307 50	.....	706 35	.....	.....	1,163 85	1,572 46	460 00
Total.....	19,130 64	11,993 80	15,370 25	18,801 05	9,369 41	8,573 90	17,359 41	15,227 45	21,643 53	7,497 00
Balance above expenditures	7,200 07	5,401 90	.....	.....	197 02	4,254 60	.....	537 88	.....	.....

TABLE X.—CONTINUED.

RECEIPTS.	Claiborne	Clarke.	Clay.	Coahoma.	Copiah.	Covi'ton	DeSoto.	Franklin.	Greene.	Grenada.
Amount carried over last y'r.	153 25	.....	1,654 92	67 12	5,650 00	.....	11,792 34	136 23	.....	1,626 61
State distribution.....	3,485 41	3,761 98	4,315 03	1,365 89	6,802 00	1,661 79	4,269 09	2,728 00	804 85	3,252 80
County levy.....	5,761 41	6,172 36	4,638 06	6,012 25	9,469 00	.....	7,275 97	2,500 00	1,542 00	3,851 03
City levy.....	.....	.....	2,521 00	.....	7,725 00	.....	.....	.....	.....	1,021 69
Polls collected	2,395 58	1,821 74	2,325 38	1,817 63	3,830 00	.....	3,230 91	1,500 05	473 00	2,338 13
Fines and forfeitures.....	875 28	430 75	1,042 81	1,857 55	350 00	67 30	1 364 91	187 45	126 50	1,423 30
Chickasaw Distribution.....	.....	.....	1,184 53	.....	.....	.....	2,913 54	.....	.....	.....
Interest, or rent of 16th sect'n	150 00	.....	.....	.....	.....	76 40	.....	210 00	.....	393 66
Railroad tax	.....	.....	349 25	316 67	.....	.....	698 12	.....	130 00	.....
Liquor licenses	700 00	.....	1,800 00	.....	.....	.....	.....	.....	.....	.....
Building 2 and 3 per ct. Fund	1,079 00	1,044 75	1,263 98	709 65	1,600 00	453 87	1,415 86	702 23	267 64	933 90
Land Redemptions	.....	865 83	.....	1,233 20	.....	.....	24 94	.....	.....	.....
Coronor and Ranger, Estrays	.....	.....	.....	2 00	.....	.....	194 64	.....	9 20	.....
City school buildings	.....	.....	.....	.....	30 00	.....	.....	.....	.....	.....
Total receipts	14,599 93	14,097 61	21,094 96	13,471 96	66,126 00	.....	33,180 31	7,963 96	3,353 19	14,941 12
DISBURSEMENTS.										
Salary of Superintendent..	700 00	351 64	500 00	600 00	680 00	150 00	500 00	300 00	150 00	450 00
Am't p'd in salaries to teach's	13,169 00	8,254 03	18,462 70	7,715 50	29,840 00	4,784 42	17,548 40	7,028 45	3,195 87	9,222 08
Fuel, rent, rep'rs, Jan's wages	167 00	7 95	350 00	75 00	900 00	.....	16 40	25 00	.....	124 80
Miscellaneous expenses.....	57 10	.....	37 25	7 50	.....	2 45	48 27	.....	12 00	168 00
Treasurer's commissions ...	298 24	351 25	.....	332 47	.....	.....	.....	.....	.....	.....
For building and repairing.	409 27	.....	1,123 54	.....	31,600 00	180 00	1,048 17	.....	.....	.....
Total disbursements. ..	14,800 81	8,964 87	20,473 49	8,730 47	63,020 00	.....	19,161 24	7,353 45	3,357 87	9,798 56
To balance.....	.....	5,132 74	621 47	4,741 49	3,106 00	.....	14,019 07	410 51	.....	5,142 56

TABLE X.—CONTINUED.

RECEIPTS.	Hancock.	Harrison.	Hinds.	Holmes.	Issaquena	Itawamba	Jackson.	Jasper.	Jefferson.	Jones.
Balance from 1887-'88	1,108 03	13 65	8,560 73	201 42	3,527 78	.....	386 87	790 62	.....	4,640 34
State distribution	1,790 10	1,912 57	12,284 75	4,992 81	2,490 59	2,190 62	1,574 29	3,255 96	4,585 63	1,100 00
County levy	3,809 31	5,039 68	2,262 64	12,972 74	.....	2,004 78	4,316 76	2,784 61	6,420 63	2,094 90
City levy	.....	2,991 28	5,996 53	.....	.....	.....	.....	.....	.....	.....
Polls collected	1,210 10	1,038 54	4,787 30	3,795 45	2,124 32	1,776 53	1,248 30	1,923 47	2,399 69	1,200 00
Fines and forfeitures	246 85	522 00	1,137 55	381 00	681 25	764 52	863 00	146 60	367 20	200 91
Chickasaw Distribution	.....	.....	.....	.....	.....	3,191 72	.....	.....	.....	.....
Interest or rent of 16th Sec.	.....	.....	.....	1,269 53	167 50	305 19	.....	6 65	1,073 57	.....
Railroad tax	.....	902 78	4,493 50	.....	.....	.....	.....	.....	.....	389 64
Liquor license	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Land redemption	.....	.....	101 41	.....	.....	167 55	.....	168 66	.....	.....
Coronor and Ranger, Estrays	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Building, 2 and 3 per ct. Fund	543 71	614 63	3,083 47	1,868 84	754 38	717 38	587 77	880 55	1,199 65	353 35
Total receipts	8,708 10	13,033 13	42,705 88	25,482 68	9,745 57	11,118 29	9,976 99	9,957 12	16,046 37	9,981 14
DISBURSEMENTS.										
Salary of Superintendent	300 00	397 74	800 00	750 00	300 00	350 00	400 11	401 32	500 00	286 85
Teachers' salaries	6,903 00	9,877 50	29,977 05	17,661 55	6,910 00	10,007 22	7,372 90	8,675 25	10,703 75	5,560 00
Fuel, rent, repairs, janitors	.....	.....	627 44	.....	.....	2 00	.....	.....	1 50	.....
Miscellaneous	10 70	.....	110 51	20 00	60 00	19 50	.....	6 95	10 00	30 00
Treasurer's commission	183 81	.....	271 36	.....	.....	278 01	.....	.....	.....	.....
Building school houses	.....	.....	*7,000 00	936 72	.....	.....	587 77	.....	.....	.....
Total disbursements	7,397 51	10,275 24	38,786 36	19,468 27	7,270 00	10,656 73	8,360 78	9,083 52	11,215 25	5,876 85
To balance	1,310 59	2,757 89	3,919 52	4,145 57	2,475 57	461 56	1,616 21	873 60	4,831 12	4,104 29

*Estimated.

TABLE X.—CONTINUED.

RECEIPTS.	Kemper.	Lafayette	Lauderd'e	Lawrence	Leake.	Lee.	Leflore.	Lincoln.	Lowndes.
Balance from 1887-8	.....	.....	409 50	3,443 99	2,585 72	1,277 18	2,201 87	.....	8,432 06
State Distribution	3,955 95	4,722 94	5,017 38	2,381 00	3,334 99	4,523 79	833 42	3,574 36	7,364 74
County Levy	7,673 00	7,038 47	6,631 98	1,063 75	5,281 66	5,651 40	10 11	7,024 93	4,352 64
City Levy	.....	4,925 47	11,609 86	.....	.....	.....	.....	2,050 61	4,775 80
Polls Collected	2,327 00	2,766 45	1,552 60	1,500 00	2,375 00	2,755 40	2,152 65	2,200 00	4,837 25
Fines and Forfeitures	300 00	1,318 65	1,681 31	271 00	304 00	1,329 32	758 40	137 00	.....
Chickasaw Distribution	.....	4,298 94	.....	.....	.....	2,706 70	.....	.....	.....
Interest or rent 16th Section	130 00	.....	.....	62 00	123 88	.....	556 00	.....	2,398 55
Railroad Tax	.....	.....	.....	.....	.....	.....	.....	.....	730 00
Land Redemption	.....	43 11	.....	.....	.....	.....	.....	.....	.....
Tuition fees	.....	242 70	.....	.....	.....	.....	.....	.....	.....
Interest on permanent fund	.....	.....	.....	.....	277 32	.....	.....	.....	.....
Building, 2 and 3 per cent. fund	1,172 11	1,320 99	1,868 67	688 12	907 74	1,408 43	487 77	964 37	1,898 27
Total receipts	15,558 06	26,677 72	30,571 30	11,278 53	15,190 31	19,652 22	7,000 22	15,951 27	34,789 29
DISBURSEMENTS.									
Salary of Superintendent	400 00	500 00	800 00	240 00	300 00	600 00	350 00	360 00	600 00
Teacher's Salaries	14,410 00	20,958 00	23,335 38	7,413 73	9,890 20	16,687 55	5,757 35	12,272 62	21,193 05
Fuel, rent, repairs, janitors	.....	.....	4,567 25	.....	.....	.....	3 00	.....	.....
Miscellaneous	.....	.....	.....	2 37	18 47	38 20	85 88	.....	780 27
Treasurers' Commissions	.....	.....	.....	688 12	.....	.....	153 44	.....	.....
Building and repairing	.....	2,400 00	1,868 67	.....	907 74	.....	.....	.....	8,137 69
Returned to Common County Fund	.....	.....	.....	.....	.....	.....	3,000 00	.....	.....
Total	14,810 00	23,858 00	30,571 30	8,344 22	11,116 41	17,325 75	9,349 67	12,632 62	30,711 11
To balance	748 06	1,819 72	.....	2,934 31	4,073 90	2,426 47	.....	2,354 28	4,078 28

TABLE X.—CONTINUED.

RECEIPTS.	Madison.	Marion.	Marshall.	Monroe.	Montg'ry.	Neshoba.	Newton.	Noxubee.	Oktibb'ha
Balance from 1887–'88	475 06	.....	3,692 58	18,938 36	.....	.....	.....	7,251 43	911 71
State distribution	4,574 85	1,861 28	7,092 36	10,526 98	2,601 64	1,732 00	3,643 20	10,980 80	3,611 13
County levy	*7,972 39	4,681 66	7,530 84	3,552 15	3,120 00	3,056 00	7,500 00	5,617 26	3,413 75
City levy	1,626 30	.....	1,716 62	3,000 00	1,461 75	.....	.....	2,658 42	2,319 68
Polls collected	3,243 00	1,426 00	3,014 35	3,486 98	2,071 00	1,442 94	2,029 10	3,372 00	2,156 36
Fines and forfeitures	1,055 07	603 90	725 97	.....	723 80	324 69	212 60	968 60	721 28
Chickasaw distribution	.....	.....	4,477 46	1,483 50	.....	.....	.....	.....	.....
Interest or rent, 16th Sections	810 00	875 47	600 00	.....	10 00	86 10	.....	.....	288 54
Railroad tax	510 40	2,391 33	30 00	.....	436 30	.....	.....	.....	.....
Liquor license	.....	.....	.....	1,100 00	.....	.....	.....	.....	.....
Land redemption	420 54	21 28	.....	.....	.....	.....	.....	.....	.....
Coroner and Ranger, estrays	60 75	.....	.....	.....	.....	.....	.....	.....	.....
Interest on permanent fund	.....	.....	.....	.....	.....	.....	.....	.....	.....
Building and repair fund	1,449 39	541 65	2,000 33	2,540 44	857 14	554 21	1,028 74	2,447 50	1,039 24
Total receipts	22,197 85	12,402 52	31,287 66	39,938 41	11,081 63	7,195 94	14,413 64	33,296 01	14,651 69
DISBURSEMENTS.									
Salary of Superintendent	800 00	325 20	800 00	750 00	408 00	150 00	350 00	650 08	492 50
Teachers' salaries	17,004 70	8,213 45	22,392 33	24,249 80	10,208 00	6,908 00	13,207 78	19,142 50	10,064 50
Fuel, rent, repairs, janitors	487 50	.....	.....	750 00	100 00	.....	.....	.....	.....
Miscellaneous	670 00	.....	.....	100 00	.....	.....	23 00	50 00	6 00
Treasurer's commissions	.....	.....	.....	.....	.....	.....	.....	.....	.....
Building and repairing	1,199 39	541 65	2,000 33	1,600 00	.....	.....	.....	3,444 40	131 10
For Normal Institutes	.....	.....	.....	220 00	.....	.....	.....	.....	.....
Total disbursements	19,161 59	9,080 30	23,192 33	27,669 80	10,716 00	7,058 00	13,580 78	23,286 98	10,694 10
To balance	3,036 26	3,322 22	8,095 33	12,268 61	365 63	137 94	832 86	10,015 03	3,957 59

*Includes $430.00 paid city for county pupils.

TABLE X—CONTINUED.

RECEIPTS.	Panola.	Perry.	Pike.	Pontotoc.	Prentiss.	Quitman.	Rankin.	Scott.	Sharkey.
Balance 1887-8	$9,088 36	$ 932 62	.....	.....	$ 556 92	.....	$ 2,846 17	$ 144 38	$ 3,916 18
State distribution	5,397 56	776 60	$ 3,863 77	$ 2,907 87	3,271 33	.....	5,950 74	3,335 71	809 94
County levy	11,096 26	2,375 91	8,336 93	3,123 92	3,534 47	*3,011 03	5,061 13	4,837 93	1,123 99
City levy	1,319 41	.....	.....	.....	.....	.....	304 00	.....	.....
Polls collected	3,620 60	239 75	2,331 09	1,966 81	1,858 20	.....	2,351 00	1,562 11	1,212 00
Fines and forfeitures	1,711 15	186 25	892 48	736 45	860 50	66 00	189 80	148 00	489 12
Chickasaw distribution	4,004 66	.....	.....	3,034 82	2,491 06	257 99	.....	.....	.....
Interest or rent 16th sections	.....	.....	.....	506 70	392 34	.....	.....	542 80	.....
Railroad tax	.....	295 13	.....	.....	.....	.....	.....	812 65	.....
Liquor license	.....	.....	.....	.....	.....	.....	.....	.....	.....
Land redemptions	.....	.....	.....	.....	.....	.....	.....	111 03	.....
Coroner and Ranger, estrays	.....	.....	.....	.....	.....	.....	.....	9 00	.....
Interest on permanent fund	.....	.....	.....	.....	.....	.....	.....	.....	.....
Building, 2 and 3 per cent. fund	1,871 25	271 60	1,117 55	857 83	944 23	83 82	1,042 68	897 93	351 98
Miscellaneous	.....	.....	.....	215 41	.....	.....	.....	.....	.....
Total receipts	38,109 25	4,517 86	16,641 76	13,356 81	13,909 05	3,418 84	17,745 52	12,401 54	7,903 21
DISBURSEMENTS.									
Salary of superintendent	800 00	150 00	500 00	300 00	367 21	200 00	480 00	333 30	398 69
Teachers' salaries	26,241 30	5,374 12	16,696 95	12,108 00	11,396 32	1,751 55	13,199 86	10,344 14	6,033 95
Fuel, rent, repairs, janitors	433 64	50 00	.....	.....	.....	.....	100 00	61 40	.....
Miscellaneous	192 07	25 00	22 65	42 00	.....	16 00	.....	.....	71 70
Treasurer's commissions	.....	.....	.....	.....	.....	.....	400 20	306 53	113 55
Building and repairing	1,871 25	271 60	.....	857 83	944 23	.....	.....	897 93	851 98
Total disbursements	29,538 26	5,870 72	17,219 60	13,307 83	12,707 76	1,967 55	14,180 06	11,943 30	7,469 87
To balance	8,570 99	.....	.....	48 78	1,202 29	1,451 29	3,565 46	458 24	433 34

*Includes polls.

TABLE X.—CONTINUED.

RECEIPTS.	Simpson.	Smith.	Sunflower	Tallahat'e	Tate.	Tippah.	Tish'm'go	Tunica.	Union.
Balance from 1887–'88	.....	*294 72	1,942 92	.....	.....	.....	33 23	1,118 50	.....
State distribution	2,265 84	2,492 10	901 21	2,806 54	3,216 98	3,214 73	1,457 92	355 00	2,782 94
County levy	3,860 84	*2,298 35	2,968 54	4,800 00	9,242 61	2,521 90	1,510 85	.....	3,066 55
City levy	.....	.....	.....	.....	.....	.....	876 00	.....	.....
Polls collected	1,506 00	*1,364 38	1,176 80	1,800 00	2,638 06	1,779 35	1,239 21	1,173 48	2,015 00
Fines and forfeitures	.....	*107 65	468 55	699 70	1,562 81	388 75	479 65	217 00	499 00
Chickasaw Distribution	.....	.....	.....	9 31	2,511 04	2,794 68	2,687 22	2,592 62	2,676 30
Interest or rent, 16th section	.....	121 60	1,253 69	1,628 05	.....	303 93	.....	.....	20 00
Railroad tax	.....	.....	.....	*516 87	995 73	.....	328 00	.....	.....
Liquor license	.....	.....	.....	.....	.....	.....	.....	.....	.....
Land redemptions	.....	.....	2,064 67	.....	179 63	.....	117 94	.....	.....
Coroner and Ranger, estrays	.....	4 75	.....	.....	.....	.....	6 00	.....	.....
Building, 2 and 3 per cent. fund	590 37	668 67	316 52	693 28	1,189 32	913 42	537 17	355 24	767 25
Interest on money loaned to county	.....	.....	.....	.....	.....	.....	.....	.....	198 12
Total receipts	8,222 05	7,352 22	11,090 90	12,953 75	21,536 22	12,116 76	9,283 19	9,501 24	12,025 08

* Taken from Treasurer's report.

TABLE X.—Continued.

Disbursements.	Simpson.	Smith.	Sunflower	Tallahat'e	Tate.	Tippah.	Tish'm'go	Tunica.	Union.
Salary of Superintendent	150 00	250 00	346 00	420 00	650 00	488 20	300 00	300 00	438 84
Teachers' salaries	7,539 66	7,380 41	5,988 34	9,603 90	17,210 39	9,352 30	9,539 42	5,775 00	12,569 46
Fuel, rent, repairs, janitors	.....	.....	.....	.....	.....	.....	30 00	.....	.....
Miscellaneous	10 00	380 00	20 00	.....	19 19	40 00	.....	50 00	.....
Treasurer's commissions	.....	167 20	181 80	.....	411 92	275 08	213 43	.....	.....
Building and repairing	270 37	668 67	.....	*4,895 00	.....	913 42	.....	300 00	767 29
16th section fund, loaned	.....	.....	600 00	.....	.....	.....	.....	.....	.....
Returned to common county fund	.....	.....	.....	.....	2,065 40	.....	.....	.....	.....
Paid to township trustees	.....	.....	848 46	.....	.....	.....	.....	.....	.....
Paid on school warrants of 1887–'88	.....	1,366 54	.....	.....	.....	.....	.....	.....	.....
Total disbursements	7,970 03	10,213 82	7,984 60	14,918 90	20,346 90	11,069 00	10,082 87	6,425 00	13,775 59
To balance	252 02	.....	3,106 30	†2,479 85	1,189 32	1,047 76	.....	1,076 24	.....

* From private sources except $450.00.

† This balance excludes private contributions for building.

TABLE X.—CONTINUED.

RECEIPTS.	Warren.	Wash'ton.	Wayne.	Webster.	Wilki'son.	Winston.	Yal'bu'ha	Yazoo.
Balance from 1887–'88	‡ 1,636 47	14,332 98	155 65	394 45	† 3,584 79	.....	.....	3,691 82
State distribution	5,071 46	4,432 19	1,393 79	2,042 65	4,683 62	2,074 85	3,158 87	5,812 35
County levy	4,959 32	‖ 1,975 00	2,043 41	5,282 30	6,280 94	2,225 47	* 5,181 81	10,728 97
City levy	14,500 25	1,265 21	.....	.....	.....	.....	3,678 75	5,889 49
Polls collected	3,361 25	4,882 73	1,064 95	3,217 20	2,507 99	1,596 90	2,040 00	6,009 18
Fines and forfeitures	2,345 92	1,384 55	308 50	704 75	291 80	463 65	762 26	2,282 02
Chickasaw distribution	.....	.....	.....	355 21	.....	.....	1,714 00	.....
Interest or rent, 16th Section	1,651 66	.....	300 00	.....	.....	.....	.....	1,323 64
Liquor license	.....	3,069 90	.....	.....	.....	.....	450 00	.....
Land redemptions	.....	202 19	.....	77 05	.....	450 57	9 21	.....
Building, 2 and 3 per cent. fund	2,018 07	2,067 12	577 45	717 03	1,288 12	** 698 27	996 38	† 3,125 98
Total receipts	35,544 40	33,611 85	6,843 75	12,790 64	18,637 26	7,509 51	17,991 28	38,843 45
DISBURSEMENTS.								
Salary of Superintendent	800 00	800 00	248 31	200 00	600 00	250 00	500 00	800 00
Teachers' salaries	23,901 00	19,079 91	4,044 35	11,256 00	11,530 20	6,378 65	16,864 50	28,554 70
Fuel, rent, repairs, janitor	2,000 00	919 52	.....	.....	.....	12 50	685 00	146 44
Miscellaneous	2,257 00	.....	30 00	.....	15 00	.....	290 00	500 73
Treasurers commissions	232 31	280 44	.....	311 62	* 361 83	170 29	311 80	.....
Building school houses	1,321 34	3,675 00	577 45	268 50	1,288 12	.....	996 38	3,125 98
Total disbursements	30,511 65	24,754 87	4,900 11	12,036 12	13,795 15	6,811 44	19,647 68	33,127 85
To balance	5,032 75	8,856 98	1,943 64	754 52	4,842 11	698 27	.....	5,815 60

*Reported by Treasurer. †$1050 00 appropriated by county. ‡Includes $100 00 R. R. tax. ‖General city fund and county prisoners.
** Applied to common school fund.

TABLE XI.—FINANCIAL SUMMARIES FROM REPORTS OF SUPERINTENDENTS.

COUNTIES.	Total receipts.	Total expenditures.	Balance.	Debt incurred.	Superintendent's salary.	Miscellaneous expenses.	Expended for building.
Adams	$26,330 71	$19,130 64	$7,200 07	.....	$600 00	$1,488 19	.....
Alcorn	17,395 70	11,993 80	5,401 90	.....	550 00	1,056 87	.....
Amite	15,311 84	15,370 25	.....	$ 58 41	400 00	49 66	$307 50
Attala	18,760 98	18,801 05	.....	41 07	550 00	85 00	.....
Benton	9,566 43	9,369 41	197 02	.....	412 18	228 65	706 35
Bolivar	12,828 55	8,573 90	4,254 60	.....	600 00	25 00	.....
Calhoun	14,444 97	17,359 41	.....	2,914 44	175 00	10 00	.....
Carroll	15,765 33	15,227 45	537 88	.....	405 00	25 00	1,163 85
Chickasaw	20,519 20	21,643 53	.....	1,124 33	500 00	46 97	1,572 46
Choctaw	7,322 22	7,497 00	.....	174 78	300 00	183 00	460 00
Claiborne	14,599 93	14,800 81	.....	200 88	700 00	522 34	409 27
Clarke	14,097 61	8,964 87	5,132 74	.....	351 50	359 20	.....
Clay	21,094 96	20,473 49	621 47	.....	500 00	387 25	1,123 54
Coahoma	13,471 96	8,730 47	4,741 49	.....	600 00	412 97	.....
Copiah	66,126 00	63,020 00	3,106 00	.....	680 00	900 00	31,600 00
Covington	6,384 65	4,935 92	1,448 73	.....	150 00	2 45	180 00
DeSoto	33,180 31	19,161 24	14,019 07	.....	500 00	64 67	1,048 17
Franklin	7,963 96	7,353 45	410 51	.....	300 00	25 00	.....
Greene	3,353 19	3,357 87	.....	4 68	150 00	12 00	.....
Grenada	29,941 12	24,798 56	5,142 56	.....	450 00	292 80	15,000 00
Hancock	8,708 10	7,397 51	1,310 59	.....	300 00	194 50	.....

TABLE XI.—CONTINUED.

COUNTIES.	Total receipts.	Total expenditures.	Balance.	Debt incurred.	Superintendent's salary.	Miscellaneous expenses.	Expended for building.
Harrison	$13,033 13	$10,275 23	$2,757 89	.....	$398 00	.....	.....
Hinds	42,705 88	38,786 36	3,919 52	.....	800 00	$1,009 31	$7,000 00
Holmes	25,482 68	18,431 55	5,182 29	.....	750 00	20 00	.....
Issaquena	9,745 57	7,270 00	2,475 57	.....	300 00	60 00	.....
Itawamba	11,118 29	10,656 73	461 56	.....	350 00	299 51	.....
Jackson	9,976 99	8,360 78	1,616 21	.....	400 00	.....	587 77
Jasper	9,957 12	9,083 52	873 60	.....	401 32	695 00	.....
Jefferson	16,046 37	11,215 25	4,831 12	.....	500 00	1,150 00	.....
Jones	9,981 14	5,876 85	4,104 29	.....	287 00	30 00	.....
Kemper	15,558 06	14,810 00	748 06	.....	400 00	.....	.....
Lafayette	26,677 72	23,858 00	1,819 72	.....	500 00	.....	2,400 00
Lauderdale	30,571 30	30,571 30	.....	.....	800 00	4,567 25	1,866 67
Lawrence	11,278 53	8,344 22	2,934 31	.....	240 00	2 37	688 12
Leake	15,257 19	10,871 71	4,073 90	.....	300 00	18 47	907 74
Lee	19,652 22	17,325 75	2,426 47	.....	600 00	38 20	.....
Leflore	7,000 22	9,349 67	.....	2,349 45	350 00	242 32	3,000 00
Lincoln	15,921 57	12,632 62	2,354 28	.....	360 00	.....	.....
Lowndes	34,789 29	30,711 11	4,078 28	.....	600 00	780 27	8,137 69
Madison	22,197 85	19,161 59	3,036 26	.....	800 00	1,157 50	1,199 40
Marion	12,402 52	9,080 30	3,322 22	.....	325 20	.....	541 65
Marshall	31,287 66	23,191 33	8,095 33	.....	800 00	.....	2,000 00

Monroe	39,938 41	27,669 80	12,268 61	.....	750 00	970 00	1,600 00
Montgomery	11,081 63	10,716 00	365 63	.....	408 00	100 00	.....
Neshoba	7,195 94	7,058 00	137 94	.....	150 00	.....	.....
Newton	14,413 64	13,580 78	832 86	.....	350 00	23 00	.....
Noxubee	33,296 01	23,286 98	10,015 03	.....	650 00	50 00	3,444 40
Oktibbeha	14,651 69	10,694 10	3,957 59	.....	492 50	6 00	131 10
Panola	38,109 25	29,538 26	8,570 99	.....	800 00	625 71	1,871 25
Perry	4,517 86	5,870 72	.....	1,852 86	150 00	75 00	271 60
Pike	16,641 76	17,219 60	.....	577 84	500 00	22 65	.....
Pontotoc	13,356 81	13,307 83	48 78	.....	300 00	42 00	857 83
Prentiss	13,909 05	12,707 76	1,202 29	.....	367 20	.....	944 23
Quitman	3,418 84	1,967 55	1,451 29	.....	200 00	16 00	.....
Rankin	17,745 52	14,180 06	3,565 46	.....	480 00	.....	400 20
Scott	12,401 54	11,943 30	458 24	.....	333 30	367 93	897 93
Sharkey	7,903 21	7,469 87	433 34	.....	400 00	85 25	851 98
Simpson	8,222 05	7,970 03	252 02	.....	150 00	10 00	270 37
Smith	7,352 22	10,213 82	.....	2,861 62	250 00	547 20	*2,035 21
Sunflower	11,090 90	7,984 60	3,106 30	.....	346 00	201 80	848 46
Tallahatchie	12,953 75 **	14,918 90	2,479 85	.....	420 00	.....	4,895 00
Tate	21,536 22	20,346 31	1,189 32	.....	650 00	35 00	†1,800 00
Tippah	12,116 76	11,069 00	1,047 76	.....	488 20	315 08	913 42
Tishomingo	9 283 19	10,082 87	.....	799 68	300 00	243 43	.....
Tunica	9,501 24	6,425 00	1,076 24	.....	300 00	50 00	300 00
Union	12,025 08	13,775 59	.....	1,750 51	439 00	.....	767 29
Warren	35,544 40	30,511 65	5,032 75	.....	800 00	4,482 31	1,321 34
Washington	33,611 85	24,754 87	8,856 98	.....	800 00	1,200 00	3,675 00
Wayne	6,843 75	4,900 11	1,943 64	.....	248 31	30 00	577 45
Webster	12,790 64	12,036 12	754 52	.....	200 00	311 62	268 50

TABLE XI.—CONTINUED.

COUNTIES.	Total receipts.	Total expenditures.	Balance.	Debt incurred.	Superintendent's salary.	Miscellaneous expenses.	Expended for building.
Wilkinson	$18,637 26	$13,795 15	$ 4,842 11	.....	$600 00	$376 83	$1,288 12
Winston	7,509 61	7,509 71	.....	$ 0 10	250 00	182 79	‡698 27
Yalobusha	17,991 28	19,647 68	.....	1,656 40	500 00	1,286 80	996 38
Yazoo	38,843 45	33,127 85	5,715 60	.....	800 00	647 17	3,125 98
Totals	1,292,273 53	1,117,110 82	191,299 12	16,367 05	33,307 21	28,745 25	116,951 50

* $1,366.54 on old warrants. † Returned to county fund. ‡ Applied to common school fund.
** This includes private contributions to building.

TREASURERS' REPORTS

—OF—

RECEIPTS AND DISBURSEMENTS.

TABLE XII.—Treasurer's Reports of Receipts and Disbursements from Oct. 1, '88 to Oct. 1, '89.

RECEIPTS.

	Adams.	Alcorn.	Attala.	Benton.	Bolivar.	Calhoun.	Carroll.	Chic'asaw	Choctaw.	Clarke.
Balance from 1887–'88	.....	374 51	.....	$ 152 25	$ 2,617 39	$ 355 56	.....	.....	$ 294 95	$ 378 93
County tax	$ 2,362 01	2,709 90	5,119 72	1,981 43	7,655 64	1,759 58	4,642 44	* 5,152 63	† 2,562 20	6,172 76
State distribution	6,245 12	2,907 84	4,569 94	2,353 49	423 50	3,112 49	3,187 00	5,161 37	1,719 07	3,714 56
Polls	1,842 00	1,554 45	3,015 55	1,265 40	1,302 71	1,853 58	2,838 88	2,550 35	1,548 75	1,729 24
Int. and rent 16th section	.....	.....	423 70	.....	.....	.....	.....	.....	.....	.....
Chickasaw Fund	.....	2,394 04	.....	2,425 16	.....	3,113 36	.....	3,018 80	.....	.....
Insolvencies	.....	.....	.....	.....	.....	.....	.....	.....	.....	167 92
Cir. Ct, fines and forfeitures	111 00	205 00	285 25	302 50	2,726 05	156 75	495 50	.....	517 00	9 00
Justices fines and forfeitures	775 30	400 50	824 06	224 05	.....	749 15	496 15	972 05	171 60	330 25
R. R. Tax	.....	779 55	672 50	308 05	.....	.....	.....	.....	.....	.....
Coroner and Ranger	10 85	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lease of county prisoners	80 00	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sale of school lands	.....	.....	187 94	.....	.....	.....	.....	.....	.....	.....
Land redemptions	.....	.....	.....	.....	.....	.....	.....	* 1,165 00	.....	850 53
2 and 3 per cent. fund	1,929 08	.....	1,474 01	.....	.....	992 08	.....	.....	608 65	1,044 75
Total receipts	13,355 36	11,325 77	16,572 67	9,012 33	14,725 29	12,092 55	11,659 09	18,020 20	7,322 22	14,397 94

DISBURSEMENTS.

Teachers' salaries	5,904 60	10,439 74	13,743 30	8,031 18	9,945 40	4,908 55	9,988 60	15,622 54	6,184 00	11,752 00
Salary of superintendent	172 20	.....	513 40	412 18	.....	131 25	400 00	500 00	300 00	270 57
Contingent expenses	324 30	15 00	.....	5 86	.....	10 00	.....	795 22	183 00	7 95
Treasurer's commissions	251 86	264 48	414 31	221 50	302 69	293 42	.....	.....	.....	351 25

Building and repairing....	.....	.....	250 00	.....	.....	.....	.....	.....	460 00	.....
Paid on old warrants.....	.....	.....	.....	.....	.....	6,745 44	.....	.....	.....	.....
Paid separate school district	2,998 63	606 57	427 65	.....	.....	.....	.....	600 00	.....	.....
Total disbursements...	9,651 49	11,325 77	15,348 66	8,669 98	10,248 09	12,088 56	10,388 60	17,517 76	7,127 00	12,381 77
Unpaid warrants of 1888-9.	.....	350 00	2,180 25	2,749 87	.....	12,124 61	.....	.....	.....	.....
Unp'd war'ts prior to 1888-9	.....	.....	.....	.....	.....	2,176 40	.....	.....	.....	.....
Bal on hand 2&3 per cent. f'd	.....	.....	1,224 01	.....	.....	.....	.....	.....	168 65	1,044 75
Bal. on hand of com. sch. f'd	3,703 87	.....	.....	342 35	4,477 20	3 89	1,271 69	512 98	27 57	971 42

* From judgment against Clay county. † Includes R. R. tax. ‡ Includes $346.77 "special tax." ‖ Reported as Sheriff's comm'ns.

NOTES FROM REPORTS OF COUNTY TREASURERS.

ALCORN—The County Superintendent has not received his salary of $550.00 on last scholastic year. M. A. POWELL.

BENTON—The Board of Supervisors disposed of the 2 and 3 per cent. building fund. It never came into the Treasury. J. P. BYRD.

BOLIVAR—1. Interest on school land notes has not been collected for special reasons deemed beneficial to schools; have collected some since October 1st, 1889. 2. I have no way to tell the difference in fines imposed by Circuit Court and J. P's as the Sheriff very frequently pays to me the J. P. fines. 3. To the balance in hand $1859 81 add the balance on hand last settlement with county before the last, to-wit: Aug , 1888, at which time the balance was $2,617.39, which would make the true balance now $4,477 20 including fines. D. BARNES.

CALHOUN—The Building Fund was paid me by the President of Board of Supervisors, with instructions to pay it out on school warrants of 1888. J. D. THERRELL.

CHICKASAW—The polls and 3 mill levy was paid direct to Okolona by Sheriff and town collector. J. F. THOMPSON.

TABLE XII.—CONTINUED.

RECEIPTS.

	Clay.	Coahoma.	Copiah.	Covi'ton.	DeSoto.	Franklin.	Greene.	Grenada.	Hancock.	Harrison.
Balance from 1887-'88	2,520 43	67 12	4,750 60	.....	3 75	136 23	512 09	1,400 76	1,108 03	.....
County tax	4,231 65	6,012 25	8,593 71	1,655 59	7,170 62	1,947 60	1,451 94	.....	3,809 31	5,567 64
State distribution	4,344 58	1,365 89	5,393 89	1,661 79	4,269 09	2,485 51	804 36	3,352 80	1,790 10	1,912 57
Polls	2,079 90	1,817 63	3,275 04	988 00	3,336 27	1,537 22	453 00	2,338 13	1,057 70	1,038 54
Interest and rent of 16th sec.	.....	.....	.....	76 40	.....	181 35	.....	393 66	.....	.....
Chickasaw fund	1,214 90	.....	.....	.....	2,913 54	.....	.....	.....	.....	.....
Insolvencies	303 61	.....	124 57	.....	.....	.....	.....	.....	.....	.....
Cir. cou't fines and forfeit'rs.	95 55	300 00	446 64	5 00	1,010 00	128 45	68 00	.....	105 00	86 00
Justices fines and forfeitures	564 25	1,557 55	594 70	62 30	773 91	110 50	89 50	716 95	167 75	436 00
Railroad tax	336 40	316 67	1,102 90	.....	698 12	.....	135 42	.....	.....	902 78
Coronor and Ranger	21 80	2 00	.....	.....	193 04	.....	9 20	.....	.....	.....
Lease of county prisoners	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sale of school lands	.....	.....	.....	.....	24 94	.....	.....	.....	.....	.....
Land redemption	81 09	1,233 20	.....	.....	.....	.....	.....	.....	.....	.....
Two and 3 per cent. fund	1,296 38	779 65	1,680 88	.....	.....	.....	.....	933 90	543 71	.....
Total receipts	17,090 54	13,471 96	25,962 93	4,449 08	20,393 78	6,526 88	3,523 51	9,115 44	8,581 60	9,943 53

DISBURSEMENTS.

Teachers' salaries	10,464 90	9,374 30	21,596 68	1,607 20	19,510 73	6,033 56	3,195 87	7,428 83	5,677 97	5,667 00
Superintendents salaries	444 60	600 00	600 00	75 00	500 00	300 00	150 00	300 00	250 00	397 76
Contingent expenses	37 62	13 01	15 00	2 45	371 94	30 00	12 00	1 68	14 52	253 42
Treasurer's commissions	360 97	332 47	.....	.....	.....	159 71	75 27	.....	172 73	.....

Building and repairing.....	1,122 62	.....	324 21	180 00	.....	.....	.....	.....	.....	.....
Paid on old warrants.....	2,771 67	.....	.....	.....	.....	.....	.....	.....	.....	.....
Paid separate school district	1,406 59	.....	857 05	.....	.....	.....	.....	1,422 38	1,138 00	3,610 76
Total disbursements...	16,508 87	10,319 78	23,392 74	1,863 43	20,382 67	6,523 27	3,433 14	9,152 89	7,253 32	9,928 94
Unpaid warrants of 1888-'89	2,091 60	.....	.....	3,177 22	1,460 30	3,323 26	.....	.....	.....	365 45
Unp'd. war'ts prior to 1888-'9	.....	.....	.....	378 30	.....	.....	.....	.....	.....	1,134 55
Bal. on hand of 2&3 per ct. f'd	.....	799 65	1,356 67	.....	.....	.....	.....	.....	543 71	.....
Bal. on hand of com. sch. fund	481 67	2,352 53	1,213 52	1 22	11 11	3 61	90 37	.....	774 67	14 59

NOTES FROM REPORTS OF COUNTY TREASURERS.

CLAY.—This report embraces a portion of the proceedings of former Treasurer, and may be slightly inaccurate. W. S. QUIN.

COAHOMA.—$799.65 building fund still on hand. J. L. SIMMONS.

COPIAH.—The $1,680,88 it seems is to be used for building school rooms; deducting this amount from the balance shows the true balance on hand, to-wit, $889.31. All 16th section funds are controlled by the board of supervisors. BUD HIGDON.

COVINGTON.—The above polls and county tax was not applied to school fund of 1889, but for the year 1888. Building fund received $453.57. J. A. ROBERTSON.

HARRISON.—All fourth month warrants unpaid; cannot give you the amount. Board of supervisors levied a special tax of ¾ mill to pay outstanding school warrants of fourth month of 1888-'89, in all, about $1,500. GEO. P. BRANDT.

TABLE XII.—CONTINUED.

RECEIPTS.

	Hinds.	Holmes.	Issaqn'a.	Itawamba	Jackson.	Jefferson.	Lauderd'e	Lawrence	Leake.	Lee.
Balance from 1887–'88	7,405 13	201 42	3,908 59	.....	386 87	.....	131 76	.....	.....	1,277 18
County tax	†4,012 64	12,973 64	.....	2,004 78	4,316 76	6,420 63	5,440 50	2,374 28	5,281 66	5,651 40
State distribution	11,107 96	4,992 80	1,345 18	2,190 62	1,574 29	4,585 63	6,817 39	2,340 31	3,272 28	4,536 39
Polls	3,952 75	3,795 45	2,062 87	1,776 53	1,248 30	2,222 69	2,609 37	1,587 82	2,163 00	2,755 40
Interest and rent, of 16th sec.	.....	.....	.....	305 19	.....	1,197 09	.....	77 31	326 52	.....
Chickasaw fund	.....	.....	.....	3,190 72	.....	.....	.....	.....	.....	2,711 07
Insolvencies	101 41	.....	184 25	73 02	.....	.....	.....	.....	.....	.....
Cir. co'rt fines and forfeitur's	289 50	381 00	200 00	318 00	121 00	* 54 90	397 00	74 10	101 00	471 00
Justices' fines and forfeitures	848 05	955 00	603 70	373 50	742 00	426 85	* 360 95	235 51	203 01	862 85
Railroad tax	4,493 50	905 46	1,090 00	.....	.....	.....	.....	.....	.....	.....
Coroner and Ranger	.....	.....	.....	3 15	.....	.....	.....	.....	.....	.....
Lease of county prisoners	.....	500 00	.....	.....	.....	.....	.....	.....	.....	.....
Sale of school funds	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Land redemptions	.....	55 04	.....	167 55	.....	270 60	.....	.....	141 59	.....
2 and 3 per cent. fund	.....	.....	.....	717 38	.....	1,199 65	1,868 67	.....	.....	.....
Total receipts	32,270 94	24,959 81	9,394 59	11,120 44	8,389 22	16,107 44	17,625 64	6,689 33	11,494 06	18,265 29

DISBURSEMENTS.

Teachers' salaries	24,480 58	18,003 03	6,763 65	7,426 47	7,372 90	10,762 67	15,993 15	6,407 02	11,194 60	15,592 85
Superintendent's salary	.....	678 27	300 00	350 00	400 11	500 00	598 46	240 00	300 00	600 00
Contingent expenses	225 20	387 67	.....	19 50	245 58	.....	273 33	35 00	.....	40 00
Treasurer's commissions	.....	.....	.....	278 01	.....	.....	.....	.....	.....	.....

Building and repairing	.....	.....	.....	695 64	.....	.....	778 50	.....	.....	.....	.....
Paid on old warrants	.....	.....	.....	2,349 71	.....	.....	.....	.....	.....	.....	.....
Paid to separate school dist.	1,116 79	.....	.....	.....	.....	.....	2,174 66	.....	.....	.....	1,150 29
Returned to county fund	.....	.....	.....	.....	.....	3,645 12	.....	.....	.....	.....	.....
Total disbursements	25,821 57	19,068 97	7,063 65	11,119 33	8,018 59	14,907 79	19,818 10	6,682 12	11 494 06	17,383 15	
Unpaid warrants of 1888–'89	.....	.....	.....	2,580 75	.....	.....	.....	.....	1,575 37	.....	
Unp'd war'ts pri'r to 1888–'89	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,500 00	
Bal. of school fund on hand.	6,448 37	5,690 84	2,330 94	1 11	370 63	.....	69	7 20	.....	882 14	
Bal. of 2 and 3 per ct. fund.	.....	.....	.....	.....	.....	.....	1,090 17	.....	.....	.....	

* Includes estrays.

†$1750 00 transferred from old debt fund.

NOTES OF REPORTS FROM COUNTY TREASURERS.

HINDS.—The amount arising from the 5 per cent. Government building fund never came into my hands. The board of supervisors have paid the expenses of repairing schoolhouses etc., out of this fund. The president checking on the same, and I presume he will make a report of same at proper time. A. G. LEWIS.

ITAWAMBA.—The amount arising from State distribution includes $167 55 of land redemption fund. K. M. HEFLIN.

JEFFERSON.—All school warrants unpaid were paid by order of board of supervisors. Reference to last report will show school fund debtor to general county fund in the sum of $4814 99. Now if we pay this balance back to general county fund and reserve out of the above balance ($4844 77) the $1199 65 for building purposes (and it can only be used for that) the school fund will still be a debtor to general county fund $1199 87. JAMES MCCLURE.

LAWRENCE.—We still have warrants outstanding for the 4th and a part of the 3d month 1889. ALFRED SHARP.

LEAKE.—The above amount of $101 has been adjudged by the circuit court, but same has not been paid over to me yet. I received $907.75 from State as school-house fund which is not embraced in above statement. STEPHEN WIGGINS.

LEE.—The board of supervisors have levied 1 mill tax to be paid on outstanding warrants, which are from three to five years old. G. M. PHILLIPS.

TABLE XII.—CONTINUED.

RECEIPTS.

	Leflore.	Lincoln.	Lowndes.	Madison.	Marshall.	Marion.	Montg'ry	Neshoba.	Newton.	Oktibb'ha
Balance from 1887-'88	2,201 87	.....	4,839 91	475 06	431 18	.....	.....	79 02	.....	6,029 74
County tax	10 11	2,916 86	3,663 89	7,771 84	7,530 84	4,792 34	3,120 00	3,536 00	8,171 19	3,413 75
State distribution	833 42	4,438 83	7,364 74	4,574 86	7,092 36	1,861 28	2,601 24	1,783 55	3,643 20	3,315 06
Polls	2,152 65	1,879 00	4,181 25	2,981 75	3,014 35	1 354 70	1,891 00	1,437 81	2,038 00	1,996 76
Interest and rent of 16th sec	.....	58 91	.....	.....	.....	812 06	10 00	85 02	.....	288 54
Chickasaw fund	.....	.....	.....	.....	4,477 46	.....	.....	.....	.....	.....
Insolvencies	.....	.....	.....	420 54	.....	.....	.....	.....	.....	.....
Cir.cou't fines and forfeitur's	246 00	.....	.....	137 47	725 97	659 05	315 00	.....	132 00	766 18
Justices' fines and forfeitur's	512 40	177 50	.....	909 70	.....	119 00	412 30	132 90	188 60	84 50
Railroad tax	.....	.....	730 00	510 40	1,600 00	.....	436 30	.....	.....	.....
Coroner and Ranger	.....	.....	.....	55 75	.....	1 10	3 30	.....	.....	25 90
Lease of county prisoners	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sale of school lands	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Land redemptions	556 00	.....	.....	.....	.....	.....	.....	221 31	.....	.....
Two and 3 per cent. fund	.....	.....	1,138 95	.....	.....	.....	851 14	540 15	.....	.....
Total receipts	6,512 45	.....	21,918 74	17,837 37	24,872 16	10,620 76	9,561 38	7,805 76	14,172 99	15,920 43

DISBURSEMENTS.

Teachers' salaries	2,787 97	.....	12,373 00	14,902 64	19,318 35	7,783 05	8,802 00	5,629 09	13,654 83	10,583 55
Superintendent's salary	350 00	.....	330 50	725 00	800 00	325 25	377 00	150 00	360 00	400 00
Contingent expenses	85 88	.....	2,598 38	6 00	.....	4 11	.....	.....	.....	297 42
Treasurer's commissions	153 44	.....	336 52	468 34	.....	202 10	.....	.....	389 15	.....

Building and repairing.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Paid on old warrants.....	.....	.....	.....	†334 92	.....	494 19	.....	.....	.....	.....
Paid to separate school dist.	.....	.....	2,885 67	1,097 30	1,172 63	.....	339 30	.....	.....	389 12
Returned to county fund ...	3,000 00	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total disbursements .	6,737 29	.....	18,524 07	17,534 20	21,691 98	8,808 70	9,518 30	5,779 00	14,403 98	11,670 09
Unpaid warrants of 1888-'89	2,619 38	.....	.....	.....	.....	330 00	.....	2,000 00	7,500 00	.....
Unp'd war'ts pri'r to 1888-'89	.....	.....	.....	.....	.....	434 50	7,205 04	.....	.....	.....
Bal. of school fund on hand.	145 16	.....	3,394 67	303 17	3,181 18	1,812 06	43 08	2,026 76	.....	4,250 34
Bal. of 2 and 3 per ct. fund.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* $179.45 of this returned to school fund from general county fund. † Refunded to Sheriff on account of erroneous settlement.

NOTES FROM REPORTS OF COUNTY TREASURERS.

LEFLORE.—Board of supervisors borrowed from common county fund for use of school fund, $3,000, and paid the same back, and hence the entry above. ALBERT ARON.

LINCOLN.—All the railroad tax received by me comes from State Treasurer. ALLEN SMITH.

MADISON.—The irregular entries above $3,349 refunded G. R. Kemp and J. A. Reid transfer from one fund to another, were made by order of board of supervisors. JAMES PRIESTLEY.

MARSHALL.—The above supposed balances are as near correct according to date as possible to get them. J. M. ESTES.

MARION.—The railroad tax was appropriated to county purposes; 16th section fund is a township fund, and the townships are now drawing the interest on same; statement furnished County Superintendent of Education was given up to date of his report, instead of to October 1. HARRIS POPE.

NESHOBA.—It is impossible for me to make anything of a perfect report as our safe with papers was robbed in December, 1888, the amount stolen being mostly in warrants. T. E. YATES.

NEWTON.—The amount overpaid the teachers is taken from county funds as we generally carry a surplus of county money. You notice $8,171.19 was collected to cover deficit school warrants for 1888 and a balance carried over from the previous year. Our estimated balances for the year 1888-'89, is $7,500, and a tax has been levied and is now being collected to cover that amount. F. B. LOPER.

TABLE XII.—CONTINUED.

RECEIPTS.

	Panola.	Perry.	Pike.	Pontotoc.	Rankin.	Scott.	Sharkey.	Simpson.	Smith.
Balance from 1887-8	8,652 86	432 62	558 36	286 07	2,500 70	144 38	4,290 16	.....	294 72
County tax	11,096 26	2,385 81	7,866 56	3,123 92	2,664 96	4,837 93	2,335 99	†3,519 39	2,298 35
State Distribution	5,397 56	716 50	3,861 82	2,807 87	3,730 54	3,335 71	877 16	2,335 43	2,492 10
Polls	3,620 60	545 37	2,321 07	1,966 81	2,049 78	1,562 11	.....	1,409 52	1,364 38
Interest or rent 16th Section	.....	.....	.....	515 70	561 20	542 80	.....	112 00	121 60
Chickasaw fund	4,004 66	.....	.....	3,034 80	.....	.....	.....	.....	.....
Insolvencies	601 89	.....	.....	.....	4 75	.....	.....	.....	.....
Circuit court fines and forfeitures	4(6 00	78 00	55 00	456 95	12 00	100 00	126 40	.....	50 25
Justices' court fines and forfeitures	1,305 05	136 25	501 30	463 27	180 45	48 00	285 50	118 90	57 40
R. R. tax	.....	295 13	2,080 00	.....	1,991 33	812 65	.....	.....	.....
Coroner and ranger	20 00	.....	.....	3 20	.....	9 00	.....	.....	4 75
Lease of county prisoners	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sale of school lands	.....	.....	.....	.....	80 00	.....	150 00	.....	.....
Land redemptions	19 92	70 34	439 03	212 29	.....	111 03	.....	.....	.....
2 and 3 per cent. fund	.....	.....	.....	857 83	.....	897 93	.....	.....	.....
Total receipts	35,124 80	4,665 62	17,683 14	13,728 71	13,775 71	12,401 54	8,065 21	7,383 24	6,683 55

DISBURSEMENTS.

Teacher's Salaries	23,776 30	.....	15,988 18	11,212 12	12,067 76	10,344 14	6,033 95	7,539 66	‡6,098 57
Superintendent's Salary	799 90	150 00	.....	240 55	480 00	333 30	398 69	150 00	250 00
Contingent expenses	85 16	.....	.....	399 44	.....	.....	.....	.....	.....
Treasurer's commissions	414 72	.....	.....	.....	262 75	306 63	94 37	.....	.....

Building and repairing	.....	.....	.....	265 75	.....	61 40	851 98	500 00	.....
Paid on old warrants	.....	.....	.....	1,610 85	.....	.....	.....	.....	.....
Refunded	.....	.....	.....	.....	.....	.....	.....	.....	.....
Paid separate school district	* 2,410 61	.....	1,968 22	.....	248 00	.....	.....	.....	.....
Returned to county fund	.....	.....	.....	.....	.....	.....	.....	.....	.....
Paid common county fund	.....	.....	.....	.....	.....	.....	.....	.....	.....
Paid township trustees	.....	.....	.....	.....	.....	.....	.....	.....	198 01
Total disbursements	27,435 16	.....	17,876 40	13,728 71	13,058 50	11,044 47	7,398 99	8,189 66	6,546 58
Unpaid warrants of 1888-9	.....	.....	4,488 02	400 00	.....	6,336 48	.....	.....	.....
Unpaid warrants prior to 1888-9	.....	.....	57 50	5,000 00	.....	.....	.....	1,250 00	.....
Balance on hand common school fund	7,689 64	.....	.....	.....	717 20	541 98	666 22	.....	136 97
Balance on hand of 2 and 3 per cent. f'd	.....	.....	.....	.....	.....	814 09	.....	.....	.....

* $48.57 reported as received from Sardis on Superintendent's salary, but omitted in total receipts and taken out of the amount reported as paid to Sardis. † Includes Justices' fines. ‡ Includes Treasurer's commissions.

Notes from Reports of County Treasurers.

Panola.—Warrant No. 695 for 1887, for $25 00 paid and included in above. Perhaps a few warrants for 1869 yet unpaid. I send to date, Oct. 21, as you insist on it so earnestly. S. Z. Williamson.

Perry—No balance on hand; the salaries of teachers absorbing all except Superintendent's salary and leaving county two months behind with teachers. F. F. Myers.

Pontotoc—I report $286.07 cash on hand, which was applied to warrants of the scholastic year 1887-8. I report the Chickasaw interest of the scholastic year of 1887-8, as it will offset the interest that has been due since the 1st of July last which will have to be applied to the warrants of 1888 9. E. C. Pegues.

Rankin—Brandon's pro rata share of the county school levy for 1888-9 amounted to $461.39. This was paid directly into the corporation treasury by the tax collector of the county. H. S. Cole.

Scott—Amount of unpaid school warrants for the past scholastic year only approximately correct as some schools have not reported. Superintendent's salary is $400.00, but have paid only $333.30 to this date. J. H. Grundy.

Sharkey—Special School, Sec. 16, T. 11, brings in, I am informed, an annual amount for rent of land about $1000, same being disbursed by the trustees of said section. W. C. H. McKinney.

TABLE XII.—CONTINUED

RECEIPTS.

	Sunflower	Talla'chie	Tate.	Tippah.	Tisho'go	Union.	Warren.	Wash'ton. †	Wayne.	Webster.
Balance from 1887–'88	1,942 92	.....	.....	.....	33 23	.....	397 89	14,332 98	150 00	394 45
County tax	2,968 54	4,800 00	9,242 61	2,521 90	1,510 85	3,243 63	5,053 77	.....	2,043 41	5,282 30
State distribution	901 21	2,406 54	3,216 98	3,214 73	1,457 92	1,585 86	5,071 46	4,432 19	1,969 24	2,042 65
Polls	1,176 80	1,800 00	2,638 06	1,779 35	1,239 21	2,149 00	2,510 19	4,882 73	1,064 95	3,217 20
Int. or rent of 16th Section	1,253 69	1,628 05	.....	.....	.....	.....	.....	.....	.....	.....
Chickasaw fund	.....	9 31	2,511 04	3,498 61	2,687 22	2,825 78	.....	.....	.....	355 21
Insolvencies	.....	.....	.....	.....	.....	51 90	.....	.....	.....	.....
Cir. Ct. fines and forfeitures	192 00	255 20	235 00	200 00	126 00	191 00	1,194 82	1384 55	256 03	299 25
Justices fines and forfeitures	276 55	444 54	1,327 85	188 75	353 65	320 25	851 10	.....	207 00	405 50
Railroad tax	.....	516 87	995 73	.....	328 00	.....	100 00	.....	.....	.....
Coroner and Ranger	.....	.....	.....	.....	6 00	.....	8 00	.....	.....	.....
Lease of county prisoners	.....	.....	.....	.....	.....	.....	.....	500 00	.....	.....
Sale of school lands	.....	.....	.....	.....	.....	12 35	.....	.....	.....	.....
Land redemption	2,064 67	.....	179 63	.....	117 94	.....	.....	202 19	.....	77 05
2 and 3 per cent. fund	316 52	.....	.....	.....	537 17	767 29	.....	.....	.....	717 03
Total receipts	11,092 90	12,260 51	20,346 90	11,003 34	8,397 19	11,545 06	15,487 23	25,734 64	5,690 63	12,790 64

DISBURSEMENTS.

Teachers' salary	5,988 34	9,603 90	17,200 00	9,352 30	6,932 50	13,154 48	11,541 50	‡12972 41	3,892 85	11,390 80
Superintendents' salary	346 00	420 00	669 19	488 20	218 15	438 85	560 20	600 00	267 94	182 00
Contingent expenses	20 00	6 00	411 92	40 00	213 43	.....	35 24	.....	34 50	311 62
Treasurer's commissions	181 80	.....	.....	275 08	.....	.....	232 31	280 44	113 87	.....

Building and repairing		450 00			30 00	767 29				268 50
Paid on old warrants										
Refunded					5 38		7 00			
Paid separate school district					498 61		2,722 47			
Returned to county fund			2,065 40							
Paid common county fund										
Paid township trustees	* 1,448 46									
Total disbursements	7,984 60	10,479 90	20,346 90	10,155 58	7,898 07	14,360 62	15,098 72	13,852 81	4,399 16	12,152 82
Unpaid warrants of 1888-9						2,813 56	1,001 85			
Unp'd war'ts prior to 1888-9						1,451 40	42 40			
Bal. on hand com. schl. fund	3,108 36	1,780 61		847 46	5 38		338 51	11,881 83	1,291 47	89 19
Bal. on hand 2&3 per cent. f'd					493 74					548 53

*Includes $600 00 of 16th Section money loaned. †From January 1st, 1889. ‡Includes amount paid Greenville.

NOTES FROM REPORTS OF COUNTY TREASURERS.

TALLAHATCHIE.—Amount arising from Railroad tax has been applied to general county fund and amount arising from 16th Section fund is not included in statement of amount paid to teachers. W. M. STEELE.

TATE.—I have received the sum of $1189 32 of building fund which amount is on hand (not reported above.) You will notice from this report that there is no balance on hand, but a slight deficit of $19 40. There are no outstanding warrants, therefore our next scholastic year will start with no debt E. P. RUSSELL.

TISHOMINGO.—Balance on hand general fund, $5 38. Balance on hand school house fund, $493 74. Total $499 13. I have no means of knowing amount of unpaid warrants as but few of them are registered with me. JOB H. SCRUGGS.

UNION.—In addition to the above, I have received $767 29 of building fund etc., and have disbursed the same accordingly. W. K. DANIEL.

WARREN.—In addition to the above we have received from the State on account of school house fund $2018 07, from other sources $8 00. Total $2026 07. Of this money we paid the city of Vicksburg $699 25. Treasurers commissions $20 19. Building and repairing school houses $601 90. Balance on hand of this fund, $704 73. JNO. M. CAMERON.

WAYNE.—There is 16th Section money in the county but it is used in the townships where it belongs to the local trustees. J. W. SAXON.

TABLE XII.—CONTINUED.

RECEIPTS.

	Wilk'nson	Winston.	Yalobuha.	Yazoo.
Balance from 1887–'88	3,584 79			3,459 10
Countytax	6,280 94	2,225 47	5,181 81	10,728 97
State distribution	4,683 62	2,074 85	2,471 87	5,812 35
Polls	2,507 99	1,596 90	1,877 00	5,078 00
Interest or rent, 16th section			1,529 42	
Chickasaw fund				
Insolvencies				
Cir. Court fines and forfeitures	32 00	142 00	1,402 80	2,282 02
Justices' C't fines and forfeitures	259 80	321 65		
Railroad Tax				1,323 64
Coroner and ranger				
Lease of county prisoners				*6,213 50
Sale of school lands				
Land Redemption		450 57	9 21	
2 and 3 per cent. fund	1,288 12			
Total receipts	18,637 26	6,811 44	12,472 11	34,897 60

DISBURSEMENTS.

Teacher's salaries	16,057 12	6,378 65	10,350 50	28,534 70
Superintendents' salary	600 00	250 00	439 80	800 00
Contingent expenses	361 83	12 50	3 45	417 40
Treasurer's Commissions		170 29	364 81	
Building and repairing	730 24			
Paid on old warrants				
Refunded				
Paid separate school district			1,097 04	420 50
Returned to Com. County Fund				
Total disbursements	17,749 19	6,811 44	12,255 60	30,172 60
Unpaid warrants of 1888-9	2,890 25	4,599 79	9,518 20	
Unpaid warrants prior to 1888-9		181 60	4,425 50	
Bal. on hand com. school fund.	330 19		† 216 51	4,705 09
Bal. on hand 2&3 per cent fund	557 88			

† Belongs to Chickasaw Fund. * From various sources.

NOTES FROM REPORTS OF COUNTY TREASURERS.

WINSTON—A few of the teachers have not reported. This would probably amount to $200 or $300, to be added to the outstanding warrants of this year. W. L. CRAIG.

YALOBUSHA—I had on hand of the Chickasaw Fund, October 1st, 1888, $22.52, and the Common School Fund owed me $75 53, so that in the above account I have only stated the balance due me of $53.01.

B. R. WINTER.

COUNTY SUPERINTENDENT'S REPORTS.

ADAMS.

J. W. HENDERSON, SUPERINTENDENT.

Another scholastic year having reached its close, I take pleasure in forwarding my annual report.

You may observe with some surprise that the cost of conducting my schools, exceeds that of some preceding years; but this increase of expenditure represents additional school facilities in the city; and in the country a term lengthened by the addition of one month.

Our county warrants have all been paid in cash upon presentation, and we have a handsome balance on hand. Without expressing entire satisfaction with the year's work, I find in it much cause for congratulation. Both tone and progress of our pupils have been elevated during the past two years in a marked degree; and the causes are manifest.

First. Visitation of schools by the Superintendent.

Second. Elevation of the teaching standard due to frequent examination of pupils.

The labor, cost, and expense of riding great distances through heat and cold, are a poorly compensated burden to the superintendent; but effective school work cannot be maintained without it. If he would attain satisfactory results, visit his schools he must. Never was a better feature engrafted upon our system than that requiring his personal supervision.

Frequent systematic examination of teachers have resulted in stimulating the worthy and eliminating the unworthy, so that the present corps, in respect to average substantial merit, is greatly superior to what it was wont to be in the past.

One new school-house has been erected in my county, three repaired, and several others are in process of reconstruction through the instrumentality of "the fund for school-house purposes."

The peculiar topography of Adams county forbids the

location of school districts by metes and bounds, but our "locating board" has endeavored to comply as nearly as practicable with the nine-square mile amendment of 1888. The plan of substituting, for the monthly institutes, a week's institute to be held in October or April, is in my opinion, an admirable one, and would be productive of far better results than the present system. I should not favor an examining board, believing that the present plan works well enough, but would advocate the propriety of allowing the superintendent two assistants for each examination, these to be compensated by exemption from examination, and to be selected from teachers holding first grade certificates. His grading should be without appeal.

Under the present law we are beginning to catch a glimpse of better things in the future; the gleam in the distance is becoming brighter; and it is to be hoped that our incoming Legislature will not only recognize what has been done, but continue to furnish aid both sympathetic and substantial that will enable us to maintain a steady advance to the positive day toward which we are now tending.

ALCORN.

J. R. REYNOLDS, SUPERINTENDENT.

The enumeration of educable children in this county, I think, is incorrect.

The majority of school-houses are unfit to teach in. But few are furnished with desks, suitable benches, or suitable blackboards.

There were four log, and eight box houses built during the two years ending 30th of September, 1889. The school-house fund was divided equally among the schools of the county.

We have no sixteenth section fund.

The condition of the school fund is good. We levy three mills. Warrants are paid in cash.

A map of the county is made showing definitely each school district. The average size of the districts is nine square miles. There were only a few changes following the nine square mile amendment of 1888.

Children should not be allowed to attend school outside of the district in which they live.

I favor uniform examinations, if for no other reason, because a special examination would clothe the examiner with too much discretion, necessarily amounting, in fact, to arbitrary power. Let the act of the examiner in grading ap-

plicants be as nearly ministerial as possible, and provide some means of forcing him to do his duty. Besides I am satisfied that I have noticed an improvement in the class of teachers employed under the uniform system. When teachers know that there is a fixed, definite test for all alike, they are stimulated to greater effort, they respect the test more and appreciate their success more highly. After it is over they feel more like professional teachers and take more interest in their calling. I know of no difficulty except that of enforcing the faithful performance of his duty on the part of the County Superintendent. Institutes are certainly beneficial to all participants. The trouble is, all will not participate. I would prefer the week's institute as suggested by you, and teachers should be required to attend. Their absence without excuse might be made to operate a forfeiture of their certificate for that scholastic year.

The association of one or two practical teachers with the county superintendent in examination of teachers strikes me favorably. Besides the assistance to the superintendent such a plan would tend to protect the public against laxity on the part of the superintendent, if disposed to be lax, or unfairness on the part of applicants.

I am opposed to the granting of license for more than one year. A slight difference in percentage in my judgment is not enough for distinctions of this kind. There are good reasons for annual examinations wholly independent of the rating made by an applicant. If not, why examine any so often?

Uniformity of text-books does not prevail to much extent in Alcorn county. Upon a few branches the same books are in almost general use, but taking the county altogether there is considerable diversity. Text-books in most general use:

Spellers—Webster's and McGuffey's.
Readers—McGuffey's and Lippincott.
Geographies—Maury's and Monteith's.
Arithmetic—Robinson's.
Grammars—Bingham's, Reed & Kellogg's.
Composition—Burnell's, Reed & Kellogg's.
History—Barnes'.
Philosophy—Steele's.
Physiology—Steele's.

HIGH SCHOOLS.

Corinth Graded School—C. P. Elgin, President, 75 pupils.
Corinth Female College—Lena Elgin, President, 90 pupils.
Kossuth Normal School—D. A. Hill, President, 60 pupils.
Page's School—S. S. Page, President, 50 pupils.
Jacinto School—J. O. Lowry, President, 50 pupils.

These schools are doing well. The districts in which the above schools are located and a few others extend their free terms by private schools.

AMITE.

J. R. GALTNEY, SUPERINTENDENT.

1. The enumeration of the educable children of the State should be made every two years by the county assessors, and the assessors should be required to report to the State Auditor the result of such enumeration, on or before the 1st day of December, next preceding the meeting of the Legislature. The enumeration by the principals of the public schools, required by their term reports, is unavoidably inaccurate and therefore unreliable as data for a correct enumeration, for the reason that teachers lack the necessary facilities, and do not sufficiently appreciate the importance of the work required at their hands.

2. The condition of the school-houses and furniture fails in a large majority of cases to meet the necessary requirements. The houses are often rudely constructed—made of pine poles, without fire-places and unprovided with stoves—the main idea in their construction being to afford ample ventilation, not so much with the view of securing healthful, mental, but ample atmospheric condition, to be enjoyed without stint or limit. Even where the houses are better constructed, there is, in many of them, an inadequate supply or a total want of suitable furniture. I find nearly all the rudely constructed houses too small for the accommodation of the attending pupils, who are crowded together on rough benches without backs, rendering the pursuit of knowledge under such unfavorable circumstances, exceedingly difficult and trying. I am glad to note the fact, however, that there is a decided improvement going on in this respect, and that the style and capacity of the houses of more recent construction are better adapted to the purpose for which they are designed. This is the result of a better appreciation of the benefits of the public school system by the people generally, and the evil complained of will find its appropriate remedy as soon as the people have become educated up to a sense of their duties and obligations.

The school-house fund, being a balance due this county, amounting to $977 10, was received and disbursed by the board of supervisors, last summer, by an equal distribution among the schools of this county, then reported as established by the county school board, on condition of the exhi-

bition of a deed of gift to one acre, more or less, of land on which the school-house is located. Schools taught in houses, built and used as churches, of which there are quite a number, or for other purpose, are excluded from a participation in the pro rata distribution. This action of the board will have a tendency to encourage the building of suitable school-houses in the neighborhood of churches where schools are now taught.

3. Sixteenth section lands have all been disposed of except three or four eighty acre tracts, now under statutory lease—aggregating a fund of about $300. The interest is disbursed to the trustees of the township in which the lands lie.

4. The common school fund of the county is inadequate to defray the current expenses of the public school system.

The annual levy is four mills on the total amount derived from assessment of the value of the real and personal property of the county. The amount to be raised under the new assessment law which is now in operation for the first time, is $8,377 86, to which add the State distribution last made of $3,556 88, making a total of $11,934 74, while the total expense of the public schools for the scholastic year just closed, is $14,613 09, showing a deficit, as per receipts and expenditures, of $2,678 35. Notwithstanding the fact that there is nearly enough money paid annually into the county school fund to defray the current expenses of the public schools, yet, by reason of the fact that it is not made available, except in part, to pay teachers' warrants until the fall of the year, it rarely occurs that amounts due on more than first month's warrants are paid in cash; and teachers are compelled to put their 2d, 3d and 4th month's warrants on the market and realize for them from sixty-five to eighty-five cents on the dollar. It occurs to me that in order to prevent such gross injustice to the teachers, the law ought to be so amended as to make the State's distribution to the counties of the pro rata share to which they are respectively entitled, easily available for the purposes designed. One chief hindrance to the successful working of the public school system is the non-concurrence of the fiscal with the scholastic year. To be productive of best results they ought to be made concurrent and co-operative in their duration and effects. As they are, they abound in obstructions and embarrasments that hinder the operations of a system otherwise nearly perfect in the amplitude of its provisions.

5. The school districts of this county are mapped off and defined as well as circumstances would permit. The lines which mark their boundaries are subject to frequent changes consequent on frequently occurring demands for the establishment of new schools. The school board, in a spirit of

accommodation, has been unwisely influenced in allowing too many schools. Since the new law went into operation they have been increased in number from sixty-five to ninety-two, and the demand for new schools and change of districts is by no means satisfied.

The changes consequent on the nine square mile amendment of 1888 have proved anything but beneficial. They have given rise to nearly all the trouble and dissatisfaction that have occurred. Better restore the "twelve square mile law," or further enlarge the districts to embrace a greater area still.

I find that the implied privilege of permitting children to attend schools outside of their own districts (against which there is no law) is unwise and exceedingly detrimental to the harmonious and successful operations of the schools. While it diminishes the enrollment of pupils in school districts to which they rightfully belong, thereby often preventing its patrons from securing the services of a competent teacher, it increases, on the other hand, the enrollment and average attendance in the school of the adjacent district, often necessitating the employment of an assistant teacher, when otherwise none would be required, and to that extent unnecessarily increasing the expense to the county. The location of the schools should be permanent, the districts should be clearly defined, and the school children, except under peculiar circumstances, should be required to attend school within their own district boundaries.

6. Uniform examinations are attended with difficulties, which, under existing conditions, are well nigh insurmountable; but, as a general thing, they are attended with many advantages which my limited space will not permit me to enumerate. The increased number of first grade licenses issued from my office indicate the substantial improvement of teachers caused thereby.

7. Teachers' Institutes, as constituted under the present law, have failed to secure the results they were intended to accomplish. Only a few teachers manifest any positive interest in them. The large majority fail to attend, some for reasons that are valid, while others seem to be more concerned in framing excuses for absence than in manifesting any real desire to avail themselves of the benefits their presence would secure. The present system is impracticable and wholly inadequate to develop that degree of interest in the teachers necessary to arouse a spirit of emulation and co-operation that would make it a success. A week's institute, twice a year, to be held in October and April, under the management of an expert, who could be paid out of the institute fund, would, if substituted for the monthly

institutes, fully meet the necessities of the situation and lead to far more satisfactory results. All who design to teach should be required to attend the full term, unless providentially hindered; and this compulsion should be enforced by necessary statutory regulations, making it the duty of the county superintendent to refuse a license to any applicant who could not exhibit a certificate from the institute manager, showing compliance with the requirements of the law in that behalf.

8. Boards of trustees do not, as a general thing, fully understand the obligation or sufficiently appreciate the responsibility of the position they occupy. This results partly from ignorance and partly from indifference. Their lack of interest in educational matters prevents the bestowment of sufficient attention upon the management of the schools to secure their success. Public sentiment needs to be educated, aroused and inspired to a degree that will emphasize the importance and value of the free-school system, and impress upon it the great and growing truth that in this enlightened, utilitarian and progressive age, education is the one thing needful to prepare the young of both races and sexes for the duties which a higher civilization and a nobler life require of them.

9. The duties of County Superintendents are entirely too burdensome for the inadequate compensation allowed them. The semi-annual examinations cannot be fairly and squarely conducted without additional supervision. In a room inadequately furnished with suitable appliances, it is utterly impossible for one man to supervise the work in a manner that will meet all the requirements of the law. In order to accomplish the difficult task successfully, he must be endowed with the power of personal ubiquity, and the faculty of attending to many things of different nature and locality at the same time. There should be an examining board composed of the County Superintendents and two or more competent persons, in each county, not necessarily teachers, for they might not be always available, each of whom should be paid at least $2.50 per day for his services. Such a board would not only relieve the County Superintendent of much arduous labor, but would share with him the responsibility, and secure a greater amount of honest and faithful work.

Licenses for more than one year should be granted with certain restrictions. I respectfully suggest that licenses for two years be granted to first-grade applicants who make 90 per cent.; three years to those who make 93 per cent., and five years to those who make 96 per cent.

10. There is very little uniformity in text-books used in

this county. There are often found in the same school the books of several authors on the same subject, necessitating the formation of as many classes as there are authors. Such a condition of things taxes the time and patience of the teacher, and renders it possible for him to bestow, at most, only a divided attention upon his pupils, whereby they are greatly hindered in the prosecution of their studies. The evils of a want of uniformity in text-books in our public schools are too numerous and grave to set forth in this report. They can be more easily imagined than described. The following is a list of text-books taught in the public schools of this county:

Spellers.—Webster, Swinton, McGuffey, Hancock, Hansell.
Readers.—McGuffey, Hansell.
Grammar.—Harvey, Smith, Pineo, Kellogg, Reed & Kellogg, Bingham, Butler, Ginn.
Composition.—Quackenbos, Eclectic.
Geography.—Monteith, Harper, Swinton, Mitchell.
History.—Swinton, Barnes, Parley, Quackenbos, Hansell, Goodrich, Redpath, Eclectic and Lossing.
Arithmetic.—Robinson, Davies, Nicholson, White, Smith.
Physiology.—Steele, Smith, Eclectic.
Philosophy.—Steele & Martindale's Lessons.

11.—There are three high schools and colleges in this county, namely: "The Gillsburg Collegiate Institute," at Gillsburg, 16 miles southeast from Liberty, of which W. M. Dunn, a native of this county, is president. This is a regularly chartered college. 2. "The Liberty Male and Female College," at Liberty, the county seat, presided over with a good corps of teachers by P. L. Marsalis, another native of the county. It is also a chartered institution; and 3d, "The Gloster High School," 15 miles west of Liberty, on the L., N. O. & T. Railroad, of which Professors J. N. Smith and C. C. Miller are joint principals. Each of these schools is in a flourishing condition with an enrollment of from one hundred to one hundred and fifty pupils.

12. Few schools other than those above named extend their terms by private schools.

13. I would respectfully submit the following additional suggestions: Abolish the county school board and assign the duties required of them to the board of supervisors, allowing its members pay for any additional work they may be required to do. Make the establishment of a school conditional on the building of a good school-house and supplying it with suitable school furniture. Have one term, to commence in January, and require a compulsory attendance of the children of school age.

BENTON.

L. E. LIPFORD, SUPERINTENDENT.

1. The enumeration of the teachers is not reliable. They frequently fail to make a full and complete report of the educable children in their districts. This arises, in my opinion, partly from carelessness and an inexcusable ignorance of the boundaries of the district on the part of the teachers, and partly from the fact that many of the residents of the district, being tenants, are unfamiliar with the numbers of the land on which they live, and consequently cannot give the teacher any assistance.

I have, however, secured a much better enumeration this term than heretofore.

By making the salary of the teacher dependent to a great extent on the number of educable children in the district, might secure better results. It is my opinion that time will improve this, as the teacher becomes more familiar with the requirements of the law and the needs of the system.

The enumeration of the teachers is considerably less than that made by the assessor.

2. In some districts the houses are in good condition and comfortable, while in some they are in bad repair. Their condition generally is much better than formerly; and the patrons are liberally supplementing the funds distributed by the Board of Supervisors of the county during the last school term. This fund was distributed equally among the school districts.

This small sum seems to have aroused the patrons to greater liberality, to more activity in improving their school-houses, and to a livelier interest in the same.

The school-houses, as a general thing, are poorly furnished, and, with a few exceptions, the furniture is rough and meagre. During my visits to the schools and at the institutes, when an opportunity offered, I endeavored to impress the patrons of the schools with the importance and actual necessity of good, comfortable houses in which to send their children to school. I hope, within a short time, to see each district supplied with a good school-house well furnished and equipped; then, with well qualified teachers, (not school keepers) and not until then, may we hope for a full return for the means extended in behalf of our schools.

3. The condition of the school fund is good. 1st, 2d and 3rd month warrants were paid as soon as issued during the term of 1888–89.

4. In a county traversed from east to west by two rivers, Tippah and Wolfe, with small creeks running in from north and south, as Benton county is, it is quite difficult to so

arrange the districts as to give free school facilities to all the educable children in the county; and this condition has necessitated the making of many small districts, especially for the white population.

Maps have been prepared to show the boundaries of the districts.

The white district averages eight and one-half sections—the colored sixteen sections.

A few more districts have been formed under the amendment of 1888.

Every educable child should be confined to his own district. Why have any district boundaries if they can be crossed and re-crossed at will by the pupils? By confining each one to his own district you build up and strengthen the school and beget a greater interest and activity on the part of the patrons with reference to educational affairs in their district, and check to a great extent the contention, ill-feeling and confusion in the district arising from selection of teachers, location of school-houses, etc. For when once settled, they would be permanently disposed of and would cease to be points in dispute. This would give permanency to the school, and would be more effective in promoting harmony and thorough co-operation than any other means that could be used. The patron knowing that he could get free educational facilities nowhere except in his own district, would be aroused to activity in his district, would attend to the election of trustees, aid in the selection of a competent teacher, and feel that the school in his district was his school, and consequently entitled to his consideration and attention.

5. The present system of examinations is productive of many good results. If this system is continued Mississippi will soon have in charge of her public free schools a corps of teachers well qualified and possessing the requisite scholarship.

This consideration alone would justify the strict, rigid and and uniform examination. The very necessity of the case demands good scholarship on the part of the teacher. The interest of the educable children of our State, which should be the paramount interest of every good and true citizen, demands that the State should have a uniform standard of qualification for her school teachers. And the Legislature, in my opinion, would prove recreant to the trust and confidence placed in it by its constituency, were it to fail to recognize this fact, by the repeal of the existing system of examinations. Rather let it endeavor to perfect it by throwing around the examination every protection calculated to insure a fair and actual test of the applicant's scholarship.

6. The great need of our public school system is trained

teachers. The institute supplies to some extent a patent remedy, by drilling the teachers who attend them in the best methods of teaching, and conducting their schools. It also stimulates them to greater activity in their profession—develops a professional feeling among them—brings them into closer association—effects a comparison of plans and methods of their school work—places the young, inexperienced teacher in close contact with the older ones and thus improve the whole teaching force. Again, it infuses new ideas into the minds of the patrons, by interesting them about school work, and by showing them the requisite qualifications of a teacher; thus enabling them to select better ones. These are some of the results of our present system of institutes.

7. But it is my opinion that a week's institute just prior to the September examinations, would accomplish as much, and probably more, for attendance upon this could be secured by making it a prerequisite to obtaining a license. At this meeting would be a larger number of teachers, and consequently a more thorough interchange of ideas and thought upon school work. This would also be a great incentive to thorough preparation, by the teaching force of each county. And by thus combining into one institute, more competent and expert managers could be secured.

8. A majority of the trustees perform their duties well. But some do not seem to realize the importance of their positions, and consequently are careless and indifferent about the same.

9. A county examining board might give better results and more satisfaction to the applicants for license than the county superintendent.

License for three years should be granted to first-grade applicant making 90 per cent.; for two years to those making 85 per cent.

9. There is but little uniformity in text-books in this county. Some districts have a uniform series of text-books, others have none. There has been no general adoption since 1887. It is admitted by all that uniformity should prevail.

The text-books in most general use are as follows:

Spellers—Webster and Watson.
Readers—Holmes, Swinton and Barnes.
Geography—Maury, Swinton and Barnes.
Arithmetic—Davies and Robinson.
Composition—Quackenbos and Kellogg.
English Grammar—Butler, Harvey, Reed and Kellogg.
United States History—Holmes, Swinton and Barnes.
Natural Philosophy—Quackenbos and Steele.
Physiology—Smith, Eclectic and Tracy.

10. Ashland Academy, Prof. W. J. Monet, Principal, is in good condition, with an attendance at present of 70 pupils.

11. Several of the districts extend their terms by private schools.

BOLIVAR.

FRED CLARKE, SUPERINTENDENT.

The enumeration of the educable children of this county is totally unreliable, and does not give to this county one-half of its pro-rata of the State distributive fund. No enumeration by the assessor has been made within the last five years, and during that time the population of the county has more than doubled.

The enumeration required to be made by the teachers has been very unsatisfactory, owing to the following causes:

First. The people of the county have seemed to care but little for the school interests, and a large majority of them have, in fact, not appreciated the importance of having a correct estimate of the number of school children. Within the last two years there has been a very marked improvement in this respect, but I still find great difficulty in keeping up their interest in the matter.

Second. The Boards of Supervisors of the county have treated the school system as if it was a matter of no importance whatever, and instead of fostering it and doing all in their power to advance the school interests, have looked with jealous eyes at the school fund, and I have never been able to persuade them to levy a tax sufficient to run the schools more than the required time of four months, and but for the fact that the law especially provides for the minimum of taxation for school purposes the county would to-day be in debt to that fund. The fact is that the schools of the county have really been maintained less than four months of each year, if a strict calculation were made of the time allowed each school.

Third. The enumeration made by the colored teachers of the county is in my opinion as unreliable as that made by the assessors. This is caused by the fact that the negro teachers are nearly all strangers to the county and that they know little of the people, and also because they perform their duty in this respect in a very careless manner, thinking, no doubt, that is will be impossible to detect them in any error.

Very few school-houses belong to the county, most of the schools being taught in houses furnished by the churches or by some of the patrons of the public schools. More inter-

est, however, is now being taken in the matter, and in several portions of the county school-houses are being built by the people. We have heretofore had no funds to devote to the building of school-houses or to furnishing them, as all of the sixteenth section funds were lost or misappropriated by the Radicals during their administration, and those sections which had not been sold were too far from the settled portions of the county to be leased to advantage. But since the building of the L., N. O. & T. R. R. through the eastern part of the county those lands have become quite valuable, and several of the sections have been sold for terms of ninety-nine years, and the funds derived from those sales are now furnishing a small income which is, in most cases, appropriated to the building and improvement of the school-houses of the respective townships. In making sales of these sections the Board of Supervisors have, in my opinion, made a very grave error. Instead of selling them for a term of ninety-nine years, they should have leased for a short period, giving the lessee a term sufficient to repay him for clearing the land and putting it in a thorough state of cultivation. If they would pursue this course all of the school sections of this county would soon bring in a revenue sufficient to support the schools of the respective townships for at least three months of each year, whereas now they do not afford enough to pay for one month. I believe that the law ought to be so changed as to forbid the leasing of these sections for a longer time than ten years on any terms. The lands are fully worth seventy-five dollars per acre to the school fund, and they have been sold at not over five dollars per acre in any instance. The purchase money is loaned out at 10 per per cent. interest, which amounts to fifty cents per acre per annum. If the lands were put in a state of cultivation they would easily rent for seven and eight dollars per acre per annum, all of which could be used in the maintainance and support of the schools and in building and repairing school-houses.

There has been no action taken in this county as to the distribution of the school-house fund, under the act of 1888. I am trying to get the board of supervisors to take action now on the matter, and believe they will adopt the plan of giving a portion of the money to those sections of the county where the people are willing to furnish a portion of the money themselves, and will guarantee the construction of good and comfortable houses.

The tax levied for school purposes is the amount fixed by the statute. Warrants are paid in cash because I have refused to continue the schools after the funds have been exhausted, deeming it more advisable to do so, as the teachers

will be better satisfied with their salaries, when they know that the warrants will always be cashed on presentation to the treasurer, and I can thus secure the best talent for teachers. The people will be satisfied in knowing that I am not running the county into debt, and the patrons of schools will take enough interest in the matter to see that a sufficient levy is made to secure them the four months term provided by law.

In this country I think that children should be allowed to attend any public school in the county regardless of the districts in which they reside. The white population especially is too much scattered here to insist on a strict compliance with the law in this particular.

The present system of examination for teachers, is in my estimation as good a one as can be adopted. If a teacher is able to pass it at all, it will force him (or her) to keep their studies up always, and if they cannot pass the first grade it will force them to study in order to get an advance of salary as is now allowed to first-grade teachers, and thus insure to the State a corps of competent teachers. For the same reason I am in favor of abolishing the institutes as now held, and of substituting therefor an institute to be held at least twice a year, and forcing teachers to attend. This can be done only by requiring teachers to present their certificates of attendance on the institutes before allowing them to teach in any of the schools. As the law now stands I find it impossible to force teachers to attend the monthly institutes. There is no penalty sufficient to bring them to the meetings.

We have a uniform set of text books here for both races, and I am in favor of having one adopted for the use of the schools of the State at large. There should not only be a uniform set of text books but I think every school should be taught on the same plan. One of the greatest difficulties I have had to contend with, has been the fact that no two teachers of the county use the same method of teaching, and the consequence is in this county where the population is continually shifting, it takes some time after schools are open for the teachers to get their children into any degree of order or just classification.

I do not think that license should be granted to any teacher for a longer term than one year. If this is done the teacher will certainly fail to keep himself up to the highest standard of excellence, as in a large majority of the schools he will not be required to refer to the higher branches of study in the conduct of his school, all of the scholars being in the lower branches of study. The teacher must be required to keep up his own interest in his studies, in order that he may infuse the proper spirit into his pupils.

About one-fourth of the white schools of the county extend the term of the schools by employing private teachers, and the ratio of these schools is increasing each year.

CALHOUN.

JOHN C. S. GREEN, SUPERINTENDENT.

The school-houses and their furniture in the country districts in my county are very deficient. In the towns they are only fair. So far as I can learn two houses are furnished with improved desks, and but one school in the county has a good globe (and it is the property of the teacher.) The school-house fund sent to this county through the ignorance of the board of supervisors, or their hostility to the schools, was ordered to be paid on teachers' pay warrants then outstanding. Not a cent of it has yet been recovered or disbursed for the building, repairing or furnishing of school-houses. No county aid has been extended in that line. When a school-house is built here, it is solely with private funds. I think that our houses could be made, at least comfortable, if the board of supervisors would grant a small amount each year for the building and repairing of school-house, and would then refund our misapplied State fund.

There are no school districts laid off in this county. But I think it would be best for the schools, the teachers and the pupils if the county was laid off in districts, and no child allowed to attend school out of its district unless there be some natural obstruction to bar its road.

So long as the average county superintendents are as lax in their examinations as they are now, I don't believe the three years license should be granted on an average 90, or a license for two years on 85. But if there was an examining board, composed of the county superintendent and two of the best resident teachers, then I believe such an amendment would work for good.

The appointment by some one other than the superintendent, of two efficient teachers to help hold the examinations, would insure better and honest work on the part of the teachers, and less laxity and favoritism on the part of many a superintendent. It would have a tendency to make teachers work, and to give them only what they make, less all sentimental values or grades.

I consider that an institute held for a week would be vastly more beneficial than the present method. But if such a system were inaugurated compulsory attendance should be one of its provisions. Every teacher teaching in the county

should be assigned work and should be compelled to attend and do the work. As a penalty for absence from the week's institute the license of every teacher who absents himself should be revoked.

I am very partial to a compulsory system of education. I have been teaching in rural districts for the past five years and see many parents keep their children out of school when there is no earthly reason for it. A compulsory system is feasible and practicable in any and all sections of our State.

I will mention but one more thing that should be controlled by our school law. We should have a *uniform series of text-books* for the State, and at least for each county. Special arrangements could be made with the publishers, and the books would cost the patrons less than they do under the present system.

CARROLL.

PERCY R. SOMERVILLE, SUPERINTENDENT.

The assessors of this county have neglected to enumerate the educable children, so the enumeration heretofore submitted by me is somewhat an estimate. I have interested the trustees of schools in this matter by suggesting to them that unless the enumeration of educable children by teachers show forty-five within their district, the school would fail to be re-established. I believe that by this means I have obtained a full enumeration. The condition of country school-houses is essentially bad, destitute as many of them are of all furniture except benches. About twenty school-houses have been built during the past two years, all of them much superior to the old houses.

In fact considerable interest has been developed in the improvement, awakened partly, I believe, by the appropriation to the school-house fund. The disposition of that fund by the board of supervisors was not in accordance with my views, nor has the result convinced me that it was a wise disposition. The board adopted a pro rata distribution to each school; the money to be drawn from treasury upon certificate that work has been done, or material furnished upon school-house; where schools are taught in church buildings, the money is to be expended in purchasing school furniture.

The school fund for 1888–'89 will be ample to meet the expenditures for that year. The levy is 3¾, which will realize about seventy-five hundred ($7,500) dollars. First and

second months warrants are paid cash, third and fourth sell from 90 per cent. to par.

I have an admirable township map of the county upon which I mark off boundaries of districts. The average size of districts is ten and a half sections.

The nine-square-mile amendment of 1888 has given an impetus to the demand for a school at each man's door, without any compensating advantage.

It is impossible for a superintendent to adhere to a rule of his own ordaining that children shall not be allowed to attend school outside of the district of their residence. There are some cases where a cast-iron rule would be a serious hardship, though its strict enforcement would be of great financial benefit to the county.

The rule might be made absolute by legislation, except where trustees of the district of residence, and the Superintendent of Education concur in granting the permission.

Uniform examinations have done much to raise the standard of teachers. The wincing of teachers under the ever-recurring examination is proof-presumptive that the sore point has been touched had we no other demonstrations of its results. That these examinations will be powerful factors in building up a body of *professional* teachers, I do not doubt, and until this be done the public school is not a success. I wish that the idea underlying the uniform examinations could be still further infused into the system. If county superintendents would be more uniform in their grading of examination papers, *i. e.*, if the standard of excellence were uniform among the counties, the system would be more efficient.

I regret that the institutes in this county have not met with the success they deserve. Fines are powerless to enforce attendance, and "good and sufficient" excuses flow in as abundantly as when the invitation to the wedding was declined in the parable.

The colored teachers have manifested some interest in institutes, and some good has been accomplished among them. I favor the week's institute, to be held in April, and compulsory attendance thereof. To secure this, let all contracts be made upon condition of attendance upon this Institute, and withhold fourth month's warrant until the teacher produces certificate from manager that he has attended, or an excuse therefor accepted by the manager.

I answer in the affirmative to your inquiries about extending time of license, and would extend a portion of its provisions to second-grade.

The high schools are unusually prosperous.

They are as follows: Carrollton Female College, enroll-

ment sixty-five; Masonic Male Academy (Carrollton), enrollment fifty-five; Vaiden Institute, enrollment sixty-five; Winona District High School, (Black Hawk), enrollment sixty-five; Jefferson High School, enrollment fifty-five.

I estimate that twenty-five districts extend their terms to ten months by private schools.

I cannot close this meagre report without expressing my concurrence in the efforts to systematize school machinery. I believe that the alternative is presented to us, either to make a close, compact, arbitrary system, you may designate it, or to abandon the free public school. If it be the duty of the State to educate its children, let it be well done; if money is to be spent let it be spent for some definite, attainable object; if no good is to be accomplished, I object to paying tribute to ignorance.

CHICKASAW

J. A. WILKINSON, SUPERINTENDENT.

Having served but one month of the last scholastic year, as superintendent of schools in my county, it will hardly be expected of me to be very elaborate in my narrative report.

The enumeration of children by the tax assessor is too low, by reason of his carelessness; while that by teachers is only approximately correct, being submitted by one or two parties living in the school district, very often without investigation.

Furniture is wanting in nine-tenths of the school-houses, except of the rudest kind.

Few new houses have been built. Some in process of construction, but means scarce to complete them.

Many school-houses are in reasonably fair condition; some, needing repairs very much; while others are almost worthless.

The school-house fund distributed by the State, is yet in the hands of the treasurer, as our board of supervisors are at a loss how best to dispose of it.

By running our schools five months, the three mill tax levied for schools will fail by $1,000 or more to meet the demands. Warrants will necessarily be at a small discount.

It is questionable whether students should be allowed to go outside their district, for it has a tendency to foster dissention, and encourage disintegration, which destroys the best features of the system. I would favor granting the privilege to our "chartered" high schools of taking pupils from any district in their county, and drawing pay for them

out of the county to encourage higher education. The law as it now is, works badly in this county.

We have four high schools, and only one can take and receive pay for outside pupils.

Maps of the separate districts were prepared at first, but have been partly lost, but the people know the limits of their districts, and new maps will be prepared.

The changes have been *very* few under the (9) nine square mile amendment of 1888.

The present system of examinations, while attended with some unavoidable disadvantages, is so great an improvement on the old, that all right thinking people heartily endorse it. Teachers have been stimulated by them to continuous effort to secure better grades, until we have by far the best class of professional teachers that I have seen in this State for thirty years. The great impetus given to education during the last four years has been unparalleled.

Institutes properly attended and beneficial.

Would favor a week's institute in August or April, and require teachers to attend and pay them $1 per day out of teachers' fund.

The law should require superintendents of counties to turn over balance of institute fund after paying the managers; it is now too vague, and it is claimed that the law is silent on this subject.

Little interest is taken by trustees after the teacher is chosen, resulting in part from ignorance of their powers and duties.

I would not disturb the present system of examinations, but would favor granting a license for three years to first-grade applicants making 90 per cent. and over, and a two years license to first-grade applicants, making 85 per cent. and over.

Each school uses its own line of text books, and varies with almost every teacher employed.

The Mississippi Normal College, Houston, from 200 to 400 attendance.

The Buena Vista Normal College, Buena, Vista from 125 to to 200 attendance.

The Houlka High School, Houlka, from 50 to 100 attendance.

Continuing nine or ten months in the year.

Okolona high schools continuing seven months with five teachers for each race.

Several schools extend their terms by private subscription.

CHOCTAW.

J. D. PERKINS, SUPERINTENDENT.

Owing to lack of regard for the law on the part of many teachers, the enumeration of educable children by them is very defective.

There has been some improvement in the condition of school-houses and furniture. There have been six substantial frame buildings constructed during the past year. The school-house fund was disposed of by being equally distributed to the different districts.

The 16th section fund amounts to almost nothing. What there is of it helps to defray the expenses of running private schools according to the old pro rata plan.

Condition of school fund is better than ever before in our county. Amount of levy is three mills. About two months of warrants paid in cash; balance after collection of taxes.

In regard to school districts, I will state that a record is kept setting forth the number of each school district and the sections it contains. Very few changes have been made; most of the districts are 12 square miles. I am of the opinion that children should not be confined to the district where they reside.

One of the advantages arising from uniform examinations, when the examinations are properly conducted, is that it places all applicants upon an equal footing in the test of scholarship. The difficulties to be met with consist chiefly in the attempts of some teachers to evade the law and a disposition on the part of some superintendents to allow it to be done with impunity. Hence a teacher holding a first-grade license under one superintendent might not be able to obtain a second or even a third grade from another who believed in enforcing the law. I think the examinations have a tendency to make teachers better acquainted with the subjects taught in our public schools. And consequently more efficient in their work as teachers.

Institutes have been instrumental in awakening some few to the importance of keeping up an exchange of thought, and the discussion of methods, but a majority do not take the interest in the work that should be taken. I think a week's institute would serve a better purpose than the monthly. I think teachers should be required to attend by allowing them so much a day for attendance, and by deducting from their salaries the same amount allowed for attendance, in case of failure to attend.

Trustees perform their duties for the most part in signing the teachers' reports, or in authorizing the teachers to sign for them.

It would be well for two practical teachers to be associated with superintendent to form an examining board. I think first-grade teachers making 90 per cent. should be granted a life certificate, provided superintendent and teacher make affidavit that the certificate was obtained without aid and as the law directs.

Uniformity of text-books prevail to a very limited extent.

Spellers.—Webster's and Swinton's.

Readers.—McGuffeys and Swinton's.

History.—Barnes' and Swinton's.

Geography.—Cornell's and Swinton's.

Grammar.—Butler's and Reed & Kellog's.

Arithmetie.—Davies and Robinson's.

Composition.—Quakenbos.

Phylosophy.—Quackenbos' and Steele's.

Phisiology.—Smith's and Steele's.

French Camp Academy.—Rev. James Mecklin, President.

Central Female Institute.—Prof. J. A. Sanderson, President.

Chester High School.—Prof. J. P. Lee, President.

Ackerman High School.—Prof. F. M. McAlister, President.

Grange Hall High School.—Prof. Walter Spiva, President.

Weir High School.—Prof. J. D. Perkins, President.

Only a few extend their terms by private support.

I would make the following suggestion in regard to assistants, viz: that the law be amended, so that assistants can be examined at any time that county superintendents may choose, and that county superintendents prepare questions and conduct the examinations in whatever way they deem best.

CLAIBORNE.

WM. H. KER, SUPERINTENDENT.

It seems impossible as yet to get a correct enumeration by the teachers, since considerable territory, here and there, is not embraced in any school district, owing to distance from any established school, and, too, lack of the number of children requisite for the establishment of new schools in such territory. It is extremely difficult to spur teachers up to making any enumeration at all, and I am satisfied, that in many cases, the enumeration made is defective, though there seems to be no practicable way of verifying teachers' reports in this particular. A correct enumeration in the county would, I believe show a greater number

of educable children that that reported by either teachers or assessor.

The condition of school-houses is improving decidedly, but there is very little improvement as regards furniture, conveniences or apparatus. During the past two years, ten (10) good frame house and three (3) log houses have been built, the latter without assistance from the county, and most of the frame houses are very comfortable and are supplied with good, home-made desks. This county received $1079.00 of school-house fund last December, of which Port Gibson's share was $116.12, and two comfortable frame houses have been built at an expenditure of only $60.82. This was accomplished by requiring the people interested to *build* the houses, the county paying only the actual cost of material. Other houses are in course of construction on the same plan, and I trust that soon all school-houses will be fairly comfortable and suitable for school purposes.

There is only one 16th section now held by the county and this is rented at $150.00 per annum.

Our levy for schools is three (3) mills and taxes are collected pretty closely, especially since the passage of the new poll tax law. Our income is sufficient for a session of five (5) months, and heretofore all school warrants have been cashed on demand, but this year the attempt was made to extend the term one month, the result being that warrants to the amount of about $1000 00 are outstanding and unpaid.

No maps of school districts have been prepared, but teachers and trustees know the limits of their school districts. Only one additional school has been established in consequence of the nine-square-mile amendment.

I think children should not be allowed to attend a school outside of the district in which they live, except in extreme cases and upon the approval of the County Superintendent. Even then, the stipulation should be made that there should be no objection on the part of the trustees or teachers of the school of their choice, and provided, further, that the salary of the one teacher should not be increased or that of the other diminished on account of the change.

If the *results* of the present system of examinations were uniform—that is, if the requirements of the law were, in every case, strictly and impartially carried out, and, as a consequence, every license was based upon actual merit, the advantages of the system would be self-evident, but how can uniformity be secured as long as some Superintendents are a law unto themselves, examining and licensing applicants whenever application is made, without regard to the days fixed by law, and when teachers, holding first-grade licenses in one county, cannot pass a strict second-grade examination

in another county? What happens when a County Superintendent faithfully and impartially applies the law? Teachers from other counties will not apply to *him* for license, but go elsewhere to be examined—in some instances going to distant counties—and then apply to him to *endorse* their licenses when he knows they could not get a license of that grade from *him*. If he refuses to endorse the work of other superintendents he is hounded out of office to make room for a more compliant and "magnetic" man. On the other hand, if he endorses, his own teachers, who have fairly earned their licenses, justly complain of his employing at a higher salary other teachers who, they know, are no better qualified than they. Again, his teachers leave his county and go where higher licenses and salary are more easily obtained, and his schools are left vacant. As a result the office of County Superintendent in *that* county is made *elective*, (or the Senators and Representatives are pledged to accomplish the same object), in order that a man may be made County Superintendent who will not "trample the rights of the people under foot," but will give them just such teachers as *they* think are capable of teaching their schools. If *Superintendents* could be made uniform, the system would be a grand success, but it looks to me as if *something* had to give way, and it will probably be the the superintendents.

The improvement of teachers, especially of colored teachers, is very marked, though the advancement of each grade during the last three years has kept pace with that of the teachers' qualifications, and, consequently, very few of my teachers have advanced from one grade to a higher.

Institutes have done more for the improvement of teachers than anything else, and the only trouble has been to reach those teachers who need the institutes most. Those who *wish* to attend come if possible, but many—and they are generally white teachers—are always ready with an excuse for absence which the average County Superintendent dares not refuse to accept. I like the idea of having a week's institute as a preparation for the work of the term, and know that the good results would be almost incalculable, but I am not in favor of dispensing with the monthly institutes, for our earnest teachers desire to come together while their work is progressing and difficulties and trials are fresh in their minds, in order to acquire new strength and courage from the sympathy and helpful suggestions of their fellow-laborers.

I would pay the teachers attending the week's institute so much per day—without regard to grade—say, enough to meet a very moderate board bill, and then fine absentees one day's pay, according to grade, for each day's absence from the institute without a *valid* excuse, the per diem to be paid out of the school fund.

If I were to say *nothing* on this subject—trustees—I think I would best describe how trustees perform their duties. They hardly ever fail to *recommend* a teacher, particularly if the latter is a stranger from another county with a first-grade license, and I have never known them to refuse to sign a report, without even opening it, unless they had fallen out with the teacher about board or something of the sort. Further than this, I cannot say.

Yes; it would be a great advantage, I think, to have the work and responsibility divided. I would be in favor not only of licensing for three and for two years, respectively, such first-grade applicants as make 90 and 85 per cent., but also of licensing for two years such second-grade applicants as make 90 per cent. or more.

Text-books are pretty uniform in this county and the following are in general use: New Graded Readers; Swinton's Spellers; Robinson's Arithmetics; Reed & Kellogg's Grammars (a few schools use Barnes' Grammars); Mitchell's Geographies; Swinton's Primary History and Barnes' Brief History, and Spencerian Copy-books.

Chamberlain-Hunt Academy, an endowed school for boys; Prof. W. C. Guthrie, principal; 115 students enrolled.

Port Gibson Female College for girls; Rev. E. H. Mounger, president; 71 students enrolled.

Not more than two or three make the effort, and with very little encouragement.

CLARKE.

ALEX. TROTTER, SUPERINTENDENT.

More than 85 per cent. of whites have been enrolled, while not 70 per cent. of negroes have been.

This is not owing to want of school facilities, for there are none of them beyond the reach of school. There is more indifference among them about education than ten years ago. There are several reasons for this, but chiefly the fact that as soon as one can read he leaves his father, and goes to work for himself. The fathers of some have expressed themselves in this way, and I have known some, who though within a few hundred yards of the school, never attended a day.

The school-houses of the county are proportionate to the ability of the patrons of the different schools. I have made a canvass of the county on the school-house and text-books, and hope a spirit for the better provision in these particulars has been the result.

There have been thirteen frame and ten log houses built during the two years.

The fund for building is being expended by giving 10 per cent. of the cost of houses, when house has been approved of by superintendent. No appropriation being made unless the building is frame. But two houses are provided well with furniture, though many have the necessaries.

In some communities but little educational interest is manifested, as will be evidenced by report of enrollment and educable children; although there are not exceeding ten children in the county exceeding 3 miles from a school.

There are 3,060 acres of school lands—no revenue being derived from it; although the trustees in each district have been notified of the existence, no further steps have been taken for disposal.

The schools are districted so as to include not less than nine sections.

This change has enabled all the children to reach school. Often children are within reach of two schools and I have allowed them to choose their school; but once selected, they cannot attend a school outside of the district house, without consent of trustees.

The uniform examinations have caused the study of text-books to be more general, and enable boys and girls just from school to pass creditable examinations (provided it is a kind of Normal school), while these from our college, and even old teachers, whose labors have been confined to the public schools, appear to great disadvantage.

A teacher who passes one year, and continues to teach, cannot be less qualified.

Hence, I see no reason why a State license should exempt from examination, more than county license, provided the holder continues teaching.

An unemployed State certificate party will be more likely to fail than a teacher who remains in the school room.

I approve of examinations; but let it be for those who have never been examined, or those who wish a higher grade.

Institutes, occasionally, can be made of benefit. But when they are so often, the interest is lost and they are looked on as burdensome. I have had much complaint because of their frequency.

I have held one, for each race, at the county-site per month.

Trustees are negligent. Provision, for the comfort of schools, is *beneath* their (Trustees) notice. If one gets to the school so as to approve of report, he feels that the duty of trustee is discharged.

Two practical teachers associated with superintendent would certainly be an improvement.

But as to three years license, I would refer you to what I have said above, example 5.

TEXT-BOOKS—I think uniformity in a school indispensible, but in a *county* not desirable.

The schools are generally uniform except in spellers. It is hard to displace the "Blue back."

No high schools.

Five schools extend the terms.

I cannot close this without suggesting some amendments to school law, as to curriculum.

All tax being a contribution or burden upon the industrious and provident, for the benefit of the indolent and unthrifty, the State should demand no more than the welfare of the State requires. The only plea for public schools, is that the citizens may be enabled to discharge the duty of citizenship intelligently.

The question arises, how much education is necessary for this?

A citizen who can read, write and is familiar with the fundemental rules of arithmetic, is certainly in a condition to discharge the duty of citizenship. If this be true, the State should not educate beyond this.

By having the State to pay the tuition of all between the ages of 8 and 18 or 16, who are not beyond their studies, most schools would be continued eight months, by the supplement of tuition paid by parents for more advanced pupils.

CLAY.

JOHN. A. STEVENS, SUPERINTENDENT.

In the annual report herewith sent, I have endeavored to make as clear an exhibit of matters required, as it has been in my power to do.

Owing to the crude condition of office records during 1885, I have hardly been able to find the item desired, but believe it to be about correct as furnished. This leads me to call attention to the importance of a uniform adoption of office records, which every county superintendent should be required to keep, so that his successor, and grand juries, may have an intelligible access to all past official work.

It may be clearly seen by accompanying report that the requirement of an enumeration of the educable children by teachers proves without fruit, so far as getting full reports is concerned. I think the assessor should be required by law to do this work of enumeration annually, and State distributions made accordingly.

As to school-houses, while in the main they are inadequate, yet, there has been, within the past two years, a visible interest shown on the part of the people of Clay county in the erection and repairing of the buildings devoted to school purposes. Commencing in our separate school district of West Point, our thriving county seat, the city has taxed itself to the amount of nearly $20,000, in the erection and furnishing with the latest style of school furniture, etc., a magnificent school structure which stands unrivaled in the State. Our city school trustees have very commendably exerted themselves in obtaining the very best teachers for its schools. The old building formerly occupied by the white school is now the colored city school. Both schools are attended largely from outside the city limits. The State distribution for building and repairing school-houses received in this county December, 1888, has all been appropriated to the purposes intended.

The pro rata of the distribution received by school districts has been in many cases supplemented by private contributions and has been the means of the erection, as has been reported, of several frame structures, as well as the repairing of houses where needed.

The schools in Clay county have sufficient funds to run five months each year. In addition to Chickasaw school fund and other State distributions, for the past two years, we have levied a school tax of 3 mills. School warrants most of the term can be cashed. The payment of fifth month is delayed two or three months generally.

We have maps to show boundaries of school districts. The evil of children of one district attending schools outside their own, can only be remedied by having good teachers in every district, or the deserted teacher be required to pay for his unpopularity by making the amount of his salary depend upon the attendance.

The present system of examinations, conducted by conscientious county superintendents, can hardly be improved. A teacher having continually before him the certainty of another examination in twelve months necessarily will make greater efforts toward improvement. And upon efficient teachers, of course, the whole common school system depends for its success.

The monthly institutes do but little good in our county—teachers do not take the interest that they should. Owing to the late very rainy season, the bottoms and many streams of the county being a great portion of the time distressingly hard to travel, teachers had good excuses for non-attendance. An institute held for, say a week, in October or April, under a competent manager, would effect more good than the prac-

tical workings of the other system. This manager should be paid by the county, which would remedy the evil of handling an "institute fund" which you may have too much or too little to dispose of.

The plan of having two practical teachers with county superintendent as examining board, would be an improvement. To grant State license to applicants making 90 per cent., first grade, for three years; and for two years to those making 85 per cent., first grade, would have a tendency to stimulate teachers more than the present plan of favoring only perfection.

As to uniformity of text-books, it is the general opinion that a State adoption should be effected. The constant changing of authors by new teachers is a source of just complaint on the part of patrons.

In our county Swinton's and McGuffey's Readers and Spellers with the Webster spelling book are in use.

Robinson's Arithmetics are almost entirely used.

Reed & Kellogg's, Butler's, Swinton's and Harvey's Grammars are generally used.

The first named authors are most popular, I find, with the best teachers.

Cornell's and Maury's Geographies are used.

As to other text-books almost all authors are represented.

Chamber's U. S. History has been adopted in our city schools, now under the efficient management of President W. J. Woofter, late of a Virginia Normal College.

In addition, I will say, that one of the best evidences of a general awakening in school matters in our county, is the increasing number of prolonged pay school terms contributed to by patrons in different school districts in the county.

COVINGTON.

T. A. GIBSON, SUPERINTENDENT.

The enumeration, as given by both teachers and assessor, is incorrect. There are at least two hundred and fifty more educable children than reported by either.

The condition of school-houses and furniture in this county is, I am pained to report, simply appalling—a great majority of them being erected after the fashion of those rude log cabins of primitive date—but a greater energy and interest, I feel sure, will be displayed by the citizens from now on in erecting larger and more comfortably built houses.

Six frame and seven log houses have been built this year. No school-house fund distributed in 1888.

Sixteenth sections in tolerably solvent condition. There are notes bearing 10 per cent. interest to the amount of $3000. The interest accruing therefrom is paid over to county treasurer, and disbursed by him to trustees of townships as directed by law. The balance of sale of sixteenth sections was lost during the war; the parties whom notes were held against became insolvent. 1200 acres of land held.

The school funds are in a very deplorable condition, there not being money enough to pay more than one-and-a-half or two months. This condition was brought about by establishing too many schools. The county School Board, in order to establish the schools properly, should have more time than that allowed them by law. The most of them live a great distance from the county seat, so that by the time they are organized more than half the day is gone, hence they have only four or five hours to accomplish a two days' task. The county levy is three mills.

No maps have been prepared to boundaries of school districts. They are laid off in squares as directed by law.

The only change of any note is the increased average attendance of pupils.

Pupils should be confined to their own districts, and not otherwise.

UNIFORM EXAMINATIONS.—Its advantages consist, first, in putting or placing all teachers on an equal footing in chances for same work, giving no one the advantage over another by variation of question or by question being propounded in such a manner as to make the question itself suggestive of the answer, as might, and many times probably was unthoughtedly or otherwise done under the oral method. Secondly, It forces the teachers to so familiarize themselves with the text-books as to be able not only to give mere ideas of the matter in them contained, but to prove by a perfect test that they have an actual, practical knowledge of the same.

Disadvantages—First, The mind is crowded with much immaterial matter that is to be memorized. More than half the subjects embraced in the public school curriculum can, in my humble opinion, be as effectually taught without being memorized as with it. This cramming the mind with so much dry and unimportant matter is not necessary to prove one's scholarship. The necessary cramming to enable one to undergo the examination required under this method is contrary to the laws of health.

Institutes have accomplished but little good in this county, owing to the fact that most of the teachers live a great distance from the county seat, and prefer forfeiting a day's salary to attending the institutes. Sometimes they save

their money—one day's salary—by saying to your humble servant, black and white: I was sick, or the horse was lame, or the creek full. A week's institute in October or April, in my opinion, would be a decided improvement on the method.

Teachers should be required to attend, and in the event they fail without a valid excuse, they should forfeit their license or one month's salary; either one of these would cause a regular attendance of all the teachers, and by this much good will be accomplished by the institutes.

Trustees have absolutely failed to perform their duty, save that of employing a teacher.

Two first-grade practical teachers associated with county superintendent to compose an examining board, would doubt less be a great improvement on the present method.

Such a board should be created and required to meet at county site two weeks before the commencement of each scholastic year and hold two or three days, and the following week an annual institute of the teachers to hold a session of one week should be required to assemble, and all the teachers in the county should be required to attend.

The uniformity of text-books is very prevalent in this county.

Robinson's Arithmetics, Harvey's Grammar, Barnes' U. S. History, Monteith's Geography, Webster's Spellers.

No high schools.

COPIAH.

D. S. BURCH, SUPERINTENDENT.

We "judge a tree by its fruits," and a system or institution by its results. We have put the present system to the test of efficiency for the past four years, and the results are most gratifying. We have a better corps of teachers, greater interest among parents, and a more economical expenditure of the school fund. Five years ago this county with a four month's term was in debt to teacher's warrants, about $20,000. This has been cancelled, and a term of six months reached, and the teacher's warrants all cashed on presentation.

While much can be said in commendation of the present system, and while much satisfactory work has been done, and the results are so encouraging, yet there is more or less friction to hinder the best results.

Some changes in the school law, I think, would be advantageous.

TRUSTEES—One serious hindrance to the best results of school work is the inefficiency of trustees. I favor a repeal of the law providing for trustees in the country schools; let *one* good man, able to read and write, be chosen from among the patrons of the school, who shall be exempt from road and jury duty, and who shall look after the local interests of the school as now provided for by trustees, and who, with the County Superintendent, shall select the teacher; much feeling and private bickering will thus be obviated. Many work and scheme to be elected trustee, and then plan to have some relative chosen teacher, regardless of adaptability.

EXAMINATIONS.—While the law governing examinations has resulted in much good, mainly in elevating the scholarship of the teaching force, there are serious objections to the present system of examinations. I favor the following changes: Have the examinations to begin on *Friday* and continue for *two* days for each race. Have these examinations in May and September, as now provided, thus giving twelve days each year for examinations. Have more questions and examine on half the subjects one day and finish on the next day. Have the State to *print no questions*, but send one copy to each superintendent direct. There is grave suspicion that the printed lists of questions find their way to the hands of applicants before the day of the examination, thus frustrating the very purpose of the examination. It should further be understood that a license shall be valid only in the county where the examination papers are filed.

ENUMERATION OF EDUCABLE CHILDREN.—The assessor, whose duty it is to take the enumeration every five years, should be required to locate these children as to section, township and range. It would be comparatively an easy matter for the teachers to get this enumeration, provided the trustees would do all their duty and assist in this matter. Teachers, especially lady teachers, have little opportunity of collecting all the names within the school district. A complete enumeration by the assessor, made in the manner indicated above, would be sufficient for all purposes.

LICENSES.—The County Superintendent should be authorized to issue license valid, for three years, in his own county, when the applicant is a teacher of experience and *notably efficient*, and whose general average on examination is not less than 90; or for two years, under like conditions, when the general average is not less than 85.

TEXT-BOOKS—I most strenuously advocate the passage of a law by the Legislature requiring uniformity in the use of text-books in the public schools in the *county*. The selection of text-books and the adoption to be made by the teachers and the County Superintendent; the adoption when made

to be valid for a term of years, not less than six. A lack of uniformity in this matter of text-books is a fruitful source of confusion and expense.

INSTITUTES.—Since the State has made no special provisions for training-schools for teachers in the public schools, I am most decidedly in favor of a system of institute work under the direction of the State Board, as now provided, conducted by skillful managers for one week before the opening of the winter term, the teacher's salary to be contingent upon his attendance and participation, the teacher to be paid the same same salary for the week as he would receive were he teaching, and to forfeit one day's salary for each day absent from the Institute.

BUILDING AND REPAIRS.—We have built in the county during past two years two log houses, twenty-three frame and two brick houses; twenty houses have been repaired in the way of ceiling, desks, black-boards, etc.; $1600 appropriated by the Board of Supervisors for buildings and improvements.

CONTINUOUS SESSION.—I favor a law prohibiting a break in the school term, so that when a school shall close it shall remain closed until the next term.

DESOTO.

WM. H. JOHNSTON, SUPERINTENDENT.

I have to report that my teachers have performed their duty in enumerating the educable children in a very thorough and satisfactory manner, their enumeration showing a very small fraction less than that made by the assessor, and I am satisfied is more correct. Each teacher being furnished with a map of his district, giving the sections, township and ranges, can find every child in the district, and I believe they have all discharged that duty well.

The school-house fund distributed in December, 1888, was placed by the Board of Supervisors in the hands of each member, according to the number of children in each district, and has been used by them in repairing the houses in their district. The members never having made any formal report of their distribution of the fund, I cannot now state the exact condition of it.

Our general school fund is now in a very healthy condition. Our teachers are well paid, and their warrants are paid in cash whenever presented to the treasurer. Our board of supervisors have uniformly levied 3 mills for school purposes, and if our schools increase in attendance as they have

done for the last year, it will require the 3 mill levy each year to maintain them with good teachers; and if possible we should have no others.

I have maps showing the districts of each race, numbered so that there is no difficulty in locating each district. Since they were originally laid off under the 12 square mile law, there have been 10 new schools established, under the 9 square mile law. I think we have now districts and schools to accommodate every child in the county. Although it would inconvenience a few children to confine them to their own district, I believe, on the whole, it would be best to do so; because it would prevent shirking from one school to another, and furnish the superintendents with more exact data upon which to regulate the salary of teachers.

I am satisfied the present system of examinations has done more to stimulate and improve our teachers than any other that could be adopted. The examinations and institutes together have made a very marked improvement in the teachers of the county, and I can say now that nearly every school in my county is supplied with a good and progressive teacher. I believe it would be well to detail one or two good teachers, at every examination, to assist the superintendent in grading and valuing the papers.

I think it would be an improvement on the institute system to have one general institute of one or two weeks for each race, just before the opening of the schools in November, and make it the condition of the employment of teachers in the free schools that they attend the full term of these institutes. It might be arranged that all expenses for teachers, house rent and fuel be paid out of the institute fund.

I also believe it would be well if teachers, honestly and in a reasonable time, make 90 per cent. on all the questions given, to give them a license to run from three to five years. A less per cent than 90 would leave so much room for improvement, and as these examinations are a means of improvement, it would be well to give them but for one year.

Two years ago we adopted a series of text-books, and they are now used in every school in the county, with a few exceptions. They are as follows: Swinton's Speller, Word-Book and Word-Analysis; Barnes' Series National Readers; Robinson's Mental and Practical Arithmetics; Barnes' Geography; Reed & Kellogg's English Grammar; Barnes' Course in English Composition; Barnes' U. S. History; Steel's Popular Course in Natural Philosophy; Steel's Hygenic Physiology.

Now, in conclusion, I will say that we have no high schools in the county; that we had one private school last winter in Hernando, during the free term, with about thirty

pupils, but it closed after a few months for want of patronage. There are about ten schools in the county that extend the free term to eight, nine and ten months, with a very good attendance, and these schools supplement their teachers' salary liberally during the free term.

WM. HENRY JOHNSTON, COUNTY SUPERINTENDENT,

To DeSoto county, Institute Fund, *Dr.*

1888.

May 19.	Institute fees of whites	$ 3	50	
May 19.	Institute fees of colored	17	00	
Sept. 15.	Institute fees of whites	24	50	
Sept. 15.	Institute fees of colored	41	50	$86 50

1888. CREDITS.

May 19.	By 2 pages, 3 days each	$ 4	50	
Sept. 15.	By 2 pages, 3 days each	4	50	
Nov. 10.	By 1 page, 1 day		75	
Nov. 10.	By expense of paper for 7 days	14	92	
Nov. 10.	By pens, ink, etc., for examinations	1	20	

1889.

March 1.	By paid, Prof. Robinson for holding 10 institutes	25	00	
March 1.	By Prof. Farley for holding 10 institutes	25	00	
	Fuel and janitor at institute	4	75	
	Balance carried to institute fund of 1889 and 1890	5	88	$86 50

1889.

Oct. 1. To balance to fund 1889 and 1890....$5 88

To the State Board of Education:

GENTLEMEN—On the 25th day of January, 1889, I. N. Brown, the president of the board of supervisors paid, into our county treasury to the credit of the school-house fund $1,452.15, from which the treasurer deducted 2½ per cent., or $36.30 for his commission, leaving a balance of $1,415.85, to be used for building and repairing school-houses.

At this March meeting, 1889, the board of supervisors disbursed this balance as follows:

To I. N. Brown, supervisor for 1st district	$	371 96
R. B. Bowe, supervisor for 2d district		267 96
John P. Withers, supervisor for 3d district		217 55
L. L. Jones, supervisor for 4th district		193 17
J. A. Lauderdale, supervisor for 5th district		365 21
		$1,415 85

I. N. Brown has used the amount placed in his hands in furnishing material for the repairs of the following houses, the patrons of the schools furnishing the labor:

Olive Branch in district No. 2	$	200 00
Oakwood in district No. 3		40 00
Lewisburg in district No. 5		20 00
Ingrams Mill in district No. 8		20 00
Sunny Side in district No. 9		15 00
Cockrum in district No. 10		20 00
Shady Nook in district No. 11		35 00
Lebanon in district No. 36		15 00
Wesley Chapel in district No. 12		6 96
		$371 96

R. B. Bowe has used the money placed in his hands for the same purpose as follows:

Plum Point in district No 13	$	45 00
Horn Lake in district No. 14		45 00
Oak Glenn in district No. 15		45 00
Pleasant Hill in district No. 16		45 00
New Bethlehem in district No. 37		50 00
New Harmony in district No. 17		25 00
In his hands unappropriated		12 96
		$267 96

J. P. Withers has not used any of the amount placed in his hands, but is arranging to build two new houses in school districts Nos. 19 and 20.

L. L. Jones has used $50 of the funds placed in his hand, in building a very neat house in district No. 27; the balance is still in his hands, but promises to build school-houses in district No. 24.

J. A. Lauderdale, for the 5th supervisor's district has used the money placed in his hands in furnishing material for the repairing of the following houses, the patrons of the schools furnishing the labor:

New Harmony in district No. 17	$ 10 00
Dollwhites in district No. 28	40 00
Loves Station in district No. 29	40 00
Greys Creek in district No. 30	24 00
California in district No. 31	40 00
Tullin in district No. 32	50 00
Oak Hill in district No. 34	41 00
Jackson in district No. 38	40 00
Not yet appropriated	80 21
	$365 21

I have thoroughly examined and enquired into the uses made of this fund, and can report that so far as used it has been done very judiciously. And all the houses where used are now in most excellent repair, and very comfortable. The money not used I am satisfied will be used to the very best advantage.

FRANKLIN.

A. J. EVERETT, SUPERINTENDENT.

Enclosed find my annual report, which I think is correct as far as possible for me to make it. The educable children taken by the assessor at the last enumeration, were not separated, as to race or sex, hence I can only give the total number as reported by him. Private schools have made no reports to me, therefore I am unable to give you the number of schools with their enrollment. We have some good school houses, yet the majority are very inferior, with very little furniture. The number of school-houses built during the past two years is two, both log houses. We have no 16th section lands held in this county. These were sold before the war, except a part of a section, which was sold this year for $200. Besides this amount we have a 16th section fund amounting to about $2,100, which is kept loaned out, bringing in about $210 per annum to the county school fund.

Our school fund, you will see from my report is falling behind. We have always been able to cash first, second and

third month's warrants until this year; we only paid first and second month's warrants, the third and fourth standing over until the 3-mill levy is collected, which I think will be sufficient to pay them off. The school-house fund has not been distributed as yet, but I think will be during this winter, and from the information obtained from the board of supervisors I think will be frittered out in small sums, so as to do but little good. No maps have been prepared to show definitely the boundaries of school districts. The changes following the 9-square-mile amendment of 1888 have given us more schools, consequently we need more money to pay them, or we will ultimately fall behind in our finances. In regard to your inquiry, "Should children be allowed to attend school outside of the district of their residence," I am at a loss to answer, yet I am impressed with the idea that they should not; still this would work a hardship on some. By uniform examinations the qualifications of teachers have been greatly improved, and they will still tend to the improvement of teachers, as they must study to keep pace with the times, or they will be left. It is a difficult matter to conduct examinations of this kind, without some advantages being taken by some of those who write up these examinations. Our institutes have accomplished but little, still they have been profitable to those who have attended. In many cases teachers must pay $1 a day for a horse to ride to these meetings, when the reduction of pay from their salary would amount to but little more, besides, all of Adams' family are good on excuses. I think a week's institute in October would be a good substitute for the monthly institutes, as at that season of the year, almost any teacher could get a horse, as farmers are not constantly using their horses then. But in spring and summer farmers are using their stock. But "how" I am at loss to say. Trustees of schools as a general thing are not discharging their duties as they should, still I think there is an improvement in them in this respect.

I think much good would result from the appointment of two practical teachers to be associated with the county superintendent to form an examining board. I think examinations would be better conducted and give more general satisfaction. Teachers making 90 per cent. on a first grade examination should be granted a license for three years, and those making 85 per cent. for two years. We have no uniformity of text-books, aside from readers. McGuffey's Readers are in more general use; Davies' Arithmetic and Webster's Spellers. But few districts extend their term by private schools.

GREENE.

I. E. BRELAND, SUPERINTENDENT.

The number of educable children in each district is reported by the teachers in their term reports.

The condition of school-houses is not so good as I desire it to be, or as it should be, yet it has greatly improved within the last two years. Most of our school-houses are commodiously arranged, well supplied with books, black-boards, writing desks, etc. I was appointed Superintendent in March, 1889, and cannot ascertain how many school houses have been built. The school-house fund distributed in 1888 is yet in the treasury, and the amount is so small that it would only build or repair school-houses in a very few districts of the county, therefore the people are in favor of diverting it to other purposes, i. e., to be used as common school fund.

Greene county draws no school fund from the sixteenth sections.

The treasury is now empty, and the fourth month's warrants for summer term are unpaid. Levy, three mills. Up to date warrants have always been cashed.

The average size of districts is 20 square miles. It made no changes in this county. The districts should be permanent, otherwise they are of very little importance.

There might be mentioned many advantages of uniformity in examinations. They give teachers the stimulus to make the necessary preparations. The difficulties consist in some counties not having a sufficiency of teachers and desiring to import them from other States after it is too late for them to be examined.

The teachers necessarily have to study in order to be prepared for examination, and thus imbue themselves with a more thorough knowledge of the branches upon which they are to be examined, and are thereby better prepared to discharge their duties as teachers.

Institutes have, by the discussion of different methods, given many teachers better methods for teaching; better programmes for recitations. They greatly stimulate our teachers and improve our school system. As a majority of the teachers of this county are imported from other counties and do not come in the county until time to open school, I presume a week's institute would be altogether impracticable.

The trustees seldom do more than to select a teacher and sign the reports of the same. They seldom visit the schools, and when they do they only remain a short time and merely listen to recitations, without asking questions or in any way examining the school.

An examining board would probably do in counties where there are a great many teachers, and mostly of first grade. But in this and other counties that have but few applicants, and mostly of second and third grade, I find it unnecessary.

This idea had never occurred to me, therefore I have never seriously entertained it. Though I think there are many decided advantages that could be mentioned in connection with annual examinations, and there would be no propriety in dispensing with them.

We have an adopted uniform series for the county, but they are not taught in the schools any more than other series. I find a great diversity of books in all the schools, and there is no one series in more common use than others.

There has not been, during this year, more than two or three private schools in the county.

GRENADA.

R. HORTON, SUPERINTENDENT.

The number of educable children, both races, as enumerated by teachers, is 4,462.

Conditions of school-houses generally good, some few exceptions. The city of Grenada built during the year for public school purposes, one brick, two stories, for the white pupils, cost $11,000, and a frame for the colored pupils, cost $2,500; the furniture for the two cost $1,021. So far as I can learn no disposition has been made of the fund distributed in December, 1888. In the county there have been built three or four frame school-houses by each race.

The amount of 16th section fund is $393.66. No disposition made of this fund, save for public school purposes in paying teachers, etc.

Grenada for this year levied 3½ mills for public school purposes, for last year 1½ mills. The county makes no levy for public school purposes, State levies being sufficient. City, school fund on hand is $831.84; county school fund about expended. Warrants are paid in cash.

I have no maps of school districts. I know of no change under the nine mile amendment that would not have taken place under the twelve.

Children should be confined to their districts, otherwise in many cases their resident districts would be broken up by this emigration, as the children that did not migrate to non-resident districts would be so few as not to justify the employment of a teacher—as the law now stands—for their district,

for the migratory ones, if allowed to attend districts otherwise than those of their residences, should not be allowed to attend those of their residences, at least for a time equal to the period of their non-resident tutelage, otherwise great injustice would be done by this unequal distribution of intellectual assets. To allow this would result in either breaking up, in many instances, the resident districts or making educational advantages and facilities unequal—some children would be deprived of such advantages or others might be gorged.

While I cannot say exactly or definitely what institutes *have* accomplished, yet they are calculated to do a vast deal of good; they are to the teachers what schools are to the pupils; they *can* benefit the teachers and thus, through them, hand down their good fruits to the pupils. They are double blessers—they bless the children and the teachers also.

Trustees generally take an interest in their trusts.

I favor the addition of two teachers to the superintendent to form an examing board, and also the extension of time during which licenses are valid.

There is no uniformity of text books in this county to any great extent extent: Swinton's Readers, Robinson's Arithmetics, Reed and Kellogg's Grammar, Swinton's Geography and Monteith's are about even; Barnes, History of the United States seem to be most generally used.

Grenada Collegiate Institute, President Rev. J. T. J. Newell, is in fine condition.

HANCOCK.

J. G. OTIS, SUPERINTENDENT.

I find that the school-houses throughout the county are more suitable for summer than winter terms. They are generally built of logs and admit sufficient light and ventilation for the health and comfort of pupils. Nearly all are provided with blackboards and good benches, but desks, in many cases, are wanting. During the past year two log school-houses were built and specifications prepared for several good houses in the towns.

Schools have received no revenue from 16th sections.

The schools have all been taught. Teachers' warrants cashed on presentation to county treasurer, and the three mill tax levied by the county produced money enough to conduct the schools and leave a balance in the treasury of $1,300 to begin the ensuing scholastic year.

I have prepared no maps showing the boundaries of school districts. Owing to the geographical situation of the county it would be quite difficult to do so, hence schools are established more in conformity to the above conditions than the nine square mile amendment.

I am in favor of the present system of examinations, and I think if county superintendents will rigidly observe the rules prescribed by the State Board of Bducation, particularly the one relating to the county superintendent, submitting to the applicant but one subject at a time, and requiring his answers thereto before giving him the next, it will prevent him from consulting authorities during dinner hour or at any time he might be absent. The enforcement of this rule will cause incompetent teachers to study or give place to qualified ones, thereby securing better teachers.

I regret to say that the monthly institutes have been of little benefit to teachers in this county. Neither fines nor persuasion will get teachers together, for this reason: a teacher may be summoned to attend an institute, whose school is located 20 miles distant, hence its impracticability. A week's institute held the first week in October, requiring teachers who have been examined to attend before receiving their licenses, would insure a good attendance and be equivalent to training that length of time in a Normal school.

The office of trustee being a very important one, I have endeavored to impress the fact upon trustees, and the result has been satisfactory.

The suggestion that two teachers be associated with the county superintendent to form an examining board, seems to me a good one, because the assistance of practical teachers, in many cases, is invaluable to superintendents who may have other vocations in life, the salary of superintendents not being sufficient to justify one in devoting his whole time to the cause of education. In regard to licensing first-grade teachers for two or three years who make an average of 85 or 90 per cent., I will state that I prefer the yearly examinations, for two-fold reasons: 1st. It causes the applicant to keep up with his work and review his studies before each examination. 2d. The revenue for institute fund will not be reduced.

I am in favor of uniformity of text-books, but it does not prevail in this county. The books in general use are McGuffey's Readers, Webster's Spellers, Mitchell's Geography, Davies' Arithmetics, and Butler's Grammars.

HARRISON.

C. D. LANCASTER, SUPERINTENDENT.

The enumeration of educable children is very imperfectly

done by the county officer, but the work of teachers is simply a farce. Many of the teachers are young girls, strangers to the neighborhood in which they work, with no means of getting about except by walking. In towns of four or five thousand inhabitants it is more than the teacher can find time to do.

A decided improvement is being made in school-houses. The log houses with mud chimney and batten blinds, furnished with rude desks and benches, are being replaced by frame buildings, glazed windows and stoves. Better furniture is also supplied.

Messrs. Frank and Harry Howard have presented to the town of Biloxi a handsome two story school-house in the best style of art, and furnished completely throughout. The building will accommodate 350 pupils.

The amount of the 16th section fund is $8,856.92. The interest on this is generally used by the trustees for paying teachers in township schools.

The school fund is not sufficient to pay more than third month warrants although the levy is 3¼ mills.

The board of supervisors have made a levy for next year to meet the deficit. The first, second and third, and some fourth month warrants have been paid in cash.

Harrison county is so thinly settled in some portions that school districts are large. No district maps have been prepared. The county superintendent has prepared a county map with schools located thereon. Some of the school boards have maps of their districts.

Nine square miles is not too large, but some districts must contain 25 square miles in order to get a number of children to make up the school.

Now as to children attending school outside their district, much can be said pro and con, but to be brief: to attend outside the district may cause one school to be over-crowded and a failure; when another is so poorly attended as not to give employment to the teacher. Not to attend outside district might sometimes deprive the pupil of the benefit of school, as parents and teachers do not always agree.

The examinations have improved our teachers and benefitted the schools, but if they were held in April and August instead of May and September it would be better for all parties.

If on account of sickness or other accident the superintendent failed to hold an examination it could be remedied by a supplemental without detriment to teachers or schools. It would also give teachers and trustees more time to prepare for opening their schools.

Some of our teachers attend examinations although they

hold certificates, because they find the lesson worth the time and money they give.

A week's institute held in April and presided over by the county superintendent assisted by one or two of the best teachers in his county would be of more benefit than the present method. Teachers should be paid $1 per day and mileage to and from the institute.

Those who fail to attend, without rendering a good excuse, or neglect to discharge the duties assigned them, should forfeit their certificates.

Trustees discharge their duties as well as could be expected of officers who receive no renumeration for their services. They should be exempt from road and jury duty if they perform the duties required of them as trustees of schools.

In the more populous counties it may be well to associate two practical teachers with the county superintendent to examine teachers, but in this county the superintendent has found no difficulty in dicharging that duty. Licenses for (3) three years should be granted to teachers or applicants first grade making an average of 90 per cent.; for (2) two years those making 85 per cent.

The eclectic series of text-books is uniformly used, viz: McGuffey's Readers and Spellers, Ray's Arithmetics, Harvey's Grammars, New Eclectic Geography and History, (series) Eclectic Physiology and Quackenbos' Natural Philosophy, Eclectic Pennmanship.

Pass Christian Female Institute, Rev. H. C. Mayer, president; sixty students. Fine new building now being erected.

Gulf Coast College for boys and girls, at Handsboro; President J. A. Hatlestad. Seventy-five students.

A few districts extend their terms by private schools and some use the interest on the 16th section fund for that purpose.

HINDS.

C. S. NORTH, SUPERINTENDENT.

The enumeration of educable children is not satisfactory, there being a discrepancy in results between the report of the assessor and the reports of the teachers. The teachers, however, have approximated nearer the facts this year than last, and it is hoped that a repetition of instructions to them from the county superintendent will enable them another year to make reports on this point that will be somewhat accurate. New teachers, however, will be too much inclined

to rely on the statements of others. The superintendent should in all cases insist upon a personal canvass of the district of the teacher. The superintendent should also have a personal interview with the assessor of his county and advise with him as to his duties before the next enumeration of educable children under the law.

The condition of school-houses and furniture is not good. But two new ones in the county have been built, but many old ones have been repaired with the fund distributed for that purpose. The members of the board of supervisors have exercised sound discretion in the distribution of the fund, and have applied the money where most needed.

The disbursement of the 16th section fund has not been brought under the personal supervision of the county superintendent, and he can make no accurate report as to that. While there has been no complaint, I would suggest an amendment of the law, which would require data on this point to be furnished to the county superintendent.

Our school fund is in excellent condition. Warrants are always cashed. Never at any time since 1886, has a single school warrant been discounted. We run the schools on a strictly cash basis, and always close with a surplus in the treasury. The levy for school purposes was one-half mill, and has been made the same for the ensuing year.

No maps of school districts have as yet been prepared. The average size of the districts far exceed nine square miles.

No perceptible changes have followed the nine square mile amendment of 1888.

Time has fully demonstrated the advantages of the examinations as now prescribed by law.

The improvement of teachers is marked. Many of the teachers, who three years ago could scarcely get up a creditable set of second grade papers, are now able to present a set of first-grade papers which are a pleasure rather than a task for the superintendent to grade. Neatness, order and method, insisted upon at the examinations, are accomplishing wonders. The corps of teachers whom the undersigned has the honor to superintend, will as a mass compare favorably with the teachers of any other county of any other State.

Many advantages flow from the institutes. The discussions have a tendency to advance new ideas and make better teachers.

If the teachers could be assembled during vacation more benefits would be derived, from the fact that more time and attention could be given to the institutes. Teachers who have worked hard in the school-room five days in the week, feel the need of mental rest on Saturday, and for this cause the attendance is not as great as desirable.

If the week's institute plan should be adopted, good attendance could be secured by allowing teachers the same proportionate pay for that week as for teaching, to be paid in the same way on certificates from the county superintendent.

Trustees are negligent. I try to impress upon them the importance of greater watchfulness, and they are gradually improving.

I would not advise any change as to the method of examinations. The county superintendent, with the printed questions as now furnished, should be equal to the task. In this respect, one competent man, with all the *responsibility* as well as all the *work*, can accomplish more, and give more satisfaction, than three.

It might be well to grant three years' licenses to first-grade teachers making 90 per cent., and two years to such as make 85 per cent.; but to second and third-grade teachers always license for only one year.

We have no uniformity in text-books. In Arithmetic, Robinson's series are almost universal. We have Barnes', Swinton's and McGuffey's Readers; Barnes', Swinton's and Monteith's Geographies; Reed & Kellogg's and Smith's Grammar, with an occasional Prunes; Smith's Philosophy; an occasional Reed's Word-Book of Spelling; and, alas! many "blue-back spellers." The latter I am trying to root out, and have supplanted by Reed's Word-Book.

The high schools of the county are: Central Female Institute, Dr. Walter Hillman, President; and Mississippi College, Dr. Webb, President; both located at Clinton. Their condition is prosperous, but I cannot state number of students.

Very few districts extend their terms by private schools; last year perhaps less than ten per cent. of them were so extended.

Our term was six months, taught in the fall and winter and early spring, at the time best suited to all the patrons, and when the term was out, which was longer than they had ever had before, very little was done in the way of private schools.

Finally, I am glad to report the continued, steady and marked improvement of the public schools under the present law. From one hundred schools under the law prior to 1886, we have gradually increased them to one hundred and thirty-four for the term 1889–90, with a proportionate increase of efficiency in the corps of teachers.

The system of grading under a well conducted examination operates to lessen the total expenditure when a large number of applicants are of inferior mental calibre, and incites to active preparation and greater proficiency, those

who, with a sub-stratum of brain power, have been laboring under a super-stratum of old methods and old ideas.

Thanks to the present law, thanks to its framer and thanks to its supporters, the old methods and the old ideas, relics of a day that is dead, are rapidly becoming things only of memory, and are being shelved, as shelved they *must* be, with the other anile ideas of the past.

With the car of progress sweeping into a brighter and better day, Mississippi cannot and must not go backward, but must maintain among the sisterhood of States a high rank of educational advancement. This she can and will do in the near future under her present most excellent system of public instruction.

The system is right, and all that is needed is brain, and nerve, and backbone to carry it out.

HOLMES.

G. T. HAMILTON, SUPERINTENDENT.

Number of school-houses built the past two years, 17—six log and eleven frame. About one-half of the school-house fund has been distributed to schools claiming their pro rata. The other half remains in the treasury.

Holmes county owns 2,487 acres of land (not all sixteenth section). Interest on sixteenth section for the past year amounted to $1,269.53. This is used only by townships owning same. Some use it to maintain free schools, and some use it on their school-houses. We have one township that maintains a ten months school out of its fund. A number of townships have lost their sixteenth section fund. I think it advisable to empower the boards of supervisors to employ counsel to investigate this matter, and instruct them to do so at once.

School fund in good condition; the levy 3 mills; warrants all cashed.

No one who favors State education can doubt the wisdom of making the test of scholarship uniform; otherwise, it would not be fair; it would be granting burdensome discretion to officers, and allowing the cause to suffer by exposing them to the partialities of the friendship, and the affinities of family. Nor will any right-minded one doubt that the standard of qualification should be as high as may be. The advantages from both uniformity, and a high standard of qualification, will in the end to be attained, greatly outweigh the difficulties which superintendents meet in the proposed

attainment. The difficulties are two-fold. There is no uniformity in training-schools for teachers. No uniformity of text-books.

The institutes, when successfully managed, give good results. By bringing teachers into sympathy and contact, and a comparison of systems and methods, some evils and false methods are thus eradicated, and better ones become diffused. I am clear upon the point, that attendance upon the part of teachers should be compulsory at public expense; and also that a week's continuous work at either of the two convenient times which is suggested, would afford better results to the educational interests under expert management, than the working of the present system of institutes.

As a rule trustees are narrow-minded, ignorant of men and affairs, and more so of their simple duties. I am fully persuaded that some means of a speedy removal for cause would be of great benefit to the commonwealth.

I am of the opinion that under our present efficient system of public instruction, applicants for first grade making 90 per cent. should be granted licenses for three years; two years to those making 85 per cent.; and moreover, I am decidedly of the opinion that some degree of courtesy, not to say amity, should be shown educators who come to us both from within and without our great State, bearing testimonials of fitness and qualification.

I presume no scholarly man would shrink from an examination of our kind; but that is not the point. I am not satisfied with the attitude of arrogance which our system assumes toward all culture not bearing its own stamp. To re-examine a candidate holding a certificate of graduation from an established, chartered and endowed institution of character, is a quiet indignity to the candidate; and a tacit questioning of the authority which conferred it, and which in my judgment is a double discourtesy of which I would not willingly be guilty.

Arrogance, if inconsistent with a gentlemanly bearing in an individual, it is doubly inconsistent with the dignity of a State.

No uniformity of text-books in this county. Robinson's, Davies' and Sanford's Mathematics; Swinton's Geography; Butler's, Smith's and Harvey's Grammars; Swinton's and McGuffey's Readers; Swinton's and Webster's Spellers; Smith's Physiology; Steele's Philosophy.

Durant Academy, J. H. Hamet, 250; Lexington Normal College, Messrs. Dickey, 300; Pickens High School, J. R. Browne, 175.

Good, except buildings are inadequate.

About twenty districts extend their public schools by private terms.

I am decidedly of the opinion that the option now given trustees of having their schools taught either in winter or in summer, is not only susceptible of abuse, but the State sustains injury thereby.

The interest of the State is largely agricultural, and schools in spring or summer to a large extent dissipates a great per cent. of available labor, and has a tendency to disorganize our system. In allowing this labor to be utilized in agriculture at the proper time, the State more than compensates itself for the additional cost, fuel, in maintaining her schools in the winter, which is also a more favorable time for mental effort.

My opposition to the present plan of requiting the services of superintendents is two-fold. 1. The counties furnish no equality of labor to superintendents, and there is a tendency to equalize their pay.

The salary is left to the arbitrament of a board, whose judgment is often swayed by unworthy motives, or warped by personal considerations. For your county superintendents to secure an adequate return for their arduous services, they are often placed in the *false attitude* of *pensioners* on the bounty of an ignorant board of supervisors. What possible objection could there be, to a renumeration of your superintendents by a fair per cent. of the school funds, which they disburse for the public good?

I am clearly in favor of the latter.

I am of the opinion that it will be economy for a commission of three, appointed and paid by the board of supervisors, to canvass the county, whose duty it shall be to locate, if not permanent sites for schools, yet for a period of years, say five or ten years. The county superintendent as chairman of the board of education is "a figure head;" the constantly changing sites of school locations, at no small cost to the county, is as sad a commentary upon his efficiency in this particular capacity as it is upon the finances of the building fund. I have intimated that such a proposition would be economy. I am of the opinion that a judicious commission would save a large per cent above their salary.

A board consisting of two practical teachers with superintendent as chairman would be more efficient and desirable, provided the power of selection be vested in the superintendent.

ISSAQUENA.

J. R. YERGER, SUPERINTENDENT.

There is but one public school-house in this county; the schools of the county are taught in the churches. No school-

houses have been built in the last two years. The board of supervisors distributed the school-house fund of 1888, by prorating it to the five supervisors districts. I am informed that this money will be spent in building school-houses. It has not been done as yet. There is hardly any income derived from the 16th sections. The best of these sections were sold years ago for ninety-nine years—the money paid and lost. At the present time the policy of the board of supervisors is to lease these sections to from ten to twenty-five years; the rent derived therefrom is lent out, and the interest thereon placed in the treasury to the support of the schools of the township. During my administration I have not seen fit to use this money in maintaining the schools any longer than the regular period. As I did not think the fund was sufficient to warrant me in doing so. This interest is accumulating and will be used in the future.

The school fund of this county is in an exceedingly fine condition. There was no school-tax levied last year, and none levied this year. School warrants are paid in cash, and the highest salary that the law allows is paid to teachers. The school board have never seen fit to divide this county into school districts. Not having public school houses it is impossible to do so. I think children should be allowed to attend schools near to them, whether in their district or not.

The present system of examination, in my opinion, is no test of scholarship. I have seen no improvement in teachers that I can attribute to the present system of examination. I am not in a position to give an opinion on your institutes—I mean whether or not they are advantageous. I did not feel that I ought to force teachers to attend the institutes of this county. All the schools, with the exception of three or four, are on the river front, and it is fifty miles from one line to the other. I consider that it would be a hardship during the winter months, with the bad roads of the county, to insist on teachers attending them.

Trustees do not perform their duties at all. None have ever attended a meeting of the school board, and very few ever select a teacher. Teachers complain to me repeatedly of the hard time they have in getting trustees to furnish fuel. I have inquired, and I find it a rare thing that any of them have ever visited the schools.

I see no reason for associating two practical teachers with the county superintendent to form an examining board.

I do not think licenses for three years, nor for any longer period than one year, should be granted unless the same superintendent is in office.

There is very little uniformity of text-books in my county.

The eclectic series was adopted last year, but it would be quite a hardship to enforce at once a strict compliance.

There are no private schools in this county.

ITAWAMBA.

G. W. BENNETT, SUPERINTENDENT.

The enumeration of educable children by the teachers is not, in every instance, correct. But I am sure that it is nearer correct than that made by the assessor. The enumeration made by the teachers is 435 whites and 105 colored more than that made by the assessor. The colored schools are so situated that it is almost impossible for them to be enumerated twice. In the white schools I think a few are enumerated twice. But, as some are probably not enumerated at all, I think the enumeration is about correct. Our assessors are too negligent about this matter. I know of quite a number of children who were not enumerated at the last enumeration.

There has been quite an improvement in school-houses in the last two years. Nine frame buildings and one log building have been erected in the last two years. The school-house fund was divided equally among the different schools. It has been supplemented by private subscriptions in nearly every instance.

The sixteenth sections were sold years ago, and the proceeds loaned out to different parties. The interest received this year is $305.19.

The school funds are in better condition than they have been in twelve years. We have been able to cash all first, second and third month's warrants. The board of supervisors levied a three mills school tax this year.

I have maps showing definitely the boundaries of each district. The average size of a district is 9½ square miles. After the nine square mile amendment we established ten new schools. I think children ought to be allowed to attend schools outside their districts when they are more convenient to such schools than they are to the schools in their own district.

I am decidedly in favor of uniform examinations. Such examinations give every teacher the same opportunity. To allow superintendents to examine teachers at any time gives too much chance for favoritism, of which we have heard so much in the past. There has been more improvement in the teachers in this county in the last four years than there had been in ten years previous.

Institutes have accomplished good in this county by causing the teachers to think. Before we held institutes the teachers seemed to think that a certificate was all that was necessary. Now it is quite different. All the teachers, from the oldest to the youngest, are striving to learn. I favor a week's institute at the beginning of the term. Teachers should be required to attend such institute. and receive pay at the same rate as in teaching—in fact, consider that week as a part of the first month.

Trustees do not perform their duties at all. Some trustees never visit their schools or enquire about them.

It would be best for two practical teachers to be associated with county superintendents to form an examining board. I favor three years license for first-grade teachers making 90 per cent., and two years license for those making 85 per cent. I think it is a hardship to require such teachers to be examined every year.

There is no uniformity of text-books in this county. The books in most general use are as follows:

Readers—Swinton's and McGuffey's.
Spellers—Swinton's and Webster's.
Arithmetics—Ray's and Robinson's.
Grammars—Harvey's, Butler's and Holbrook's.
Geographies—Eclectic, Maury's and Barnes'.
Histories—Swinton's and Barnes'.
Natural Philosophy—Steele's.
Physiology—Steele's.

The Oakland Normal is now the only high school in the county, G. A. Holley, President. There were 160 students enrolled last session. The school is in a flourishing condition.

A few districts extend their terms by private schools.

JACKSON.

H. L. HOWZE, SUPERINTENDENT.

The total enumeration of educable children in the county made by teachers is 3,261; this is by no means correct, for in the sparsely settled districts, where there are not a sufficient number of children to constitute a school, no enumeration has been made.

Although far from being as good as they ought to be, yet there has been a decided improvement in school-houses within the last two years. There is but little furniture in most of the school-houses. Seven houses have been built,

three frame and four log. The school-house fund has been used to assist in building new houses as far as expended.

There is no 16th section fund coming into the general county school fund.

County levied about four mills, and warrants cashed.

Districts have not been laid off by township lines, as it would have required the building of many new houses, which the people were neither able nor willing to do. Districts have therefore been arranged to suit the houses as they were. No maps have been prepared.

Uniform examinations have been productive of much good. Their advantages are shown in the marked improvement in teachers. The difficulties are teachers having to leave their schools for the September examination, thereby losing time which delays their term reports.

In this county institutes have accomplished but little, for when most conveniently located in the institute district. Many of the teachers being ladies, even if they could procure conveyances, which in many instances is very difficult to do in the country, would have to go alone from five to eighteen miles, which they are unwilling to do; besides leaving but little time for institute work; therefore, the institutes have been but sparsely attended. I am in favor of a week's institute to be held in April, and an expert manager employed, with reasonable compensation; the teachers to receive pay as in school; the total expense to be paid out of the county school fund, and every teacher required to attend unless prevented by sickness, high water or some other good excuse for non-attendance a forfeiture of their lieense.

In many instances trustees do nothing but recommend teachers, which is done with but little judgment or discretion. They seldom visit the schools, and frequently sign the teacher's reports without examination, thus leaving opportunity for false reports.

I think an examining board should be established and believe that it would be more satisfactory both to superintendent and teachers, appointed by the county superintendent from his own corps of teachers. I favor extending licenses.

There is no uniformity of text-books in this county, although many efforts have been made to secure this end; it is difficult to induce the patrons to purchase the books. Webster's and Swinton's Speller, Swinton's and McGuffey's Readers, Robinson's and Barnes' Arithmetic, Appleton's Geography, Barnes's History, Reed & Kellogg's and Harvey's Grammar, Steele's and Smith's Physiology, Steele's and Well's Natural Philosophy.

JASPER.

A. N. W. SMITH, SUPERINTENDENT.

Owing to the indefinite boundaries of the school districts the enumeration of the educable children by teachers has been unsatisfactory.

Quite a number of commodious and well appointed school buildings have been erected and furnished during the past two years, and the tendency is for better houses.

The board of supervisors failed to make any disposition of the school-house fund distributed last December, believing that it would be best to have it added to the common school fund by a special act of the Legislature.

The 16th sections have all, except one been lost to the schools.

The schools are practically upon a cash basis. We have a three mill school tax.

We have no maps of school districts. The districts contain more than twelve square miles. Children should be allowed to select their district, but confined to the one of their choice.

Where the examinations have been rigidly enforced more good has accrued therefrom than from any other part of the present law, and they should be continued.

In sparsely settled counties, where the distance many teachers have to travel is from 10 to 20 miles, the meetings of the monthly institutes cannot be of much benefit. An institute should be held for a week at the opening of the term, and teachers be compelled to attend and participate, or not be allowed to teach. Trustees do not generally attend faithfully to their duties. Perhaps a school board of three would give better satisfaction in issuing certificates than the superintendent alone. Your suggestion as to certificates for two and three years would encourage aspirants to make the required percentage. There is no uniformity of text-books in our county. There are six high schools in our county with an attendance of about 100 each.

Several districts continue the school term eight or ten months in the year.

Our county is making rapid progress in educational matters.

JEFFERSON.

J. D. S. DAVENPORT, SUPERINTENDENT.

The enumeration of educable children made by teachers

(which I think is about 5 per cent. too small), shows *whites, 1,340; blacks, 4,052.

There are but few school-houses worthy of the name, and about half are merely "make-shifts," rough, open-floors, unsealed cracks, smokey chimneys, and leakey-roofs abound, On the inside we find insufficient and uncomfortable seats and desks; an occasional black-board of half the proper dimensions stands against the wall, unused for want of crayons or chalk. All that I can say in favor of these houses is that the ventilation is sufficient.

Disposition of the school-house fund? Why, we have it carefully kept in the county treasury, by order of the board of supervisors, with the intention of having it placed in the common school fund by a special act of the legislature at its next session. The number of school-houses built during the two years are six, three log, and three framed.

I do not know the amount of lands held for use of the townships, very little, I think; all but two townships had sold the 16th section prior to the war, much of the funds were unavoidably lost after the close of the war; and a large portion frittered away by bad management. One township has never received any land from the United States Government.

The amount left is under the control and management of the board of supervisors and county treasurer. The interest as reported to me by county treasurer, is disbursed to the teachers of the several townships entitled thereto as other school funds are disbursed, on certificate of county superintendent.

My financial report shows almost exactly the condition of the school fund for the year ending Sept. 30, 1889. One item of $107, of polls collected by magistrates, and one-third month's pay certificate not being issued until November 1st, was unavoidably left out of said report. Adding these to the debit and credit sides makes the actual balance in favor of the school fund in round numbers $3,738. For the first time in several years every school warrant has been paid in cash on presentation to the county treasurer. Although the schools had been increased in numbers, they have been run at a much less expense than formerly. This result was obtained by cutting down the first-grade teacher's wages from $50 to $40 per month, and other grades from five to ten per cent., and a judicious grading as to numbers of pupils on teacher's contracts.

We have no definitely defined lines for school districts, and consequently no maps are prepared. The nine square

* To the whites should be adddd 160 in private schools, making 1,500.

mile amendment has not affected us; no changes followed it; it was simply ignored as not applicable to our territory.

"Should children be allowed to attend school outside the district of their residence?" This is a debatable question; space forbids my entering at large into its discussion here. I will say, however, that such has been the practice under my administration. I think, with great care and watchfulness on the part of the county superintendent, it may work, at times, to the advantage of all concerned to permit a change from one to another district, giving eight months schooling to those who can reach two schools. On the other hand, it may encourage discord, and so weaken a school as to abolish it for the term.

There are many objections raised to "uniform examinations," by teachers and superficial thinkers, the most part of which are that the diplomas of our chartered institutions of learning are treated as a nullity. Example: a graduate of the Law School of the University of Mississippi receives authority to practice law in any court or county in the State. But a full-fledged Master of the Arts and Sciences, from the same institution, must be subject to the petty annoyance of annually going through an examination to get permission to teach a fourth reader class in a country school. But, after nearly two years of careful thought and observation, I am of the opinion that much good has been accomplished. It has largely excluded the drones, sneaks and vicious from teaching, and given us a brighter, purer, more conscientious and energetic class of teachers. Very much, however, depends upon the integrity and capacity of the county superintendent. The greatest difficulty is the mental strain and physical and nervous exhaustion produced upon the applicants in having to complete the examination in one day; it amounts to a severe punishment, if not cruelty, to delicately organized females. I would suggest that two days be allowed for these examinations, in the middle of the week, so as not to trespass upon the Sabbath day in going or returning.

Institutes have been of but little advantage to the white teachers; they have not been well attended. With the colored teachers they are rather popular, and, I think, have been an advantage to them. I am in favor of a four days' institute, to be held in April or October, at the court-house, under an expert manager. Attendance should be compulsory; fine them if not present, and pay them five cents per mile going, and $1.50 per day for first-grade, $1.25 for second and $1 for third, out of the county treasury, on certificate of county superintendent.

TRUSTEES.—Very few perform their duties well; most of them content themselves with suggesting the teacher and signing the monthly reports.

I think in counties having over fifty schools it would be a good idea to have two practical teachers associated with the county superintendent to form an examining board. If applicants for first-grade license have previously made 90 per cent., grant them license for three years; if not, grant them for two years; for under 90 per cent. I would not grant for but one year.

No uniformity of text-books; every teacher and school get such books as suit them. Books in most general use: Spellers—McGuffey's, Webster's and a few others. Readers—McGuffey's and Barnes'. Geographies—Barnes', Swinton's, Eclectic and Monteith's. Histories—Hansell's, Barnes' and Eclectic. Arithmetics—Robinson's, Davies', Nicholson's and Sanford's Higher Analytical. Natural Philosophy—Steele's and Lippincott's, by Sharpless and Philips. Physiology—Same authors. Grammar—Reed & Kellogg's and Harvey's.

Union Church High School; president, Rev. C. W. Grafton. This school is nicely located in the village of Union Church, nearly equi-distant from the Little J., L., N. O. & T., and the I. C. Railroads; the distance overland between Fayette and Brookhaven via Union Church being 45 miles. The buildings are new and sufficiently commodious to accommodate 130 pupils. The co-education of the sexes in this institution is having a fair and successful trial. The school is doing a good work for this and adjoining counties, and has already graduated some of our most promising teachers. Enrolled 110.

Fayette Female Academy; a High School for young ladies, an honor to our county, and capable of doing much good. It lacks patronage, having only about 35 pupils on its roll. Miss Kate Wharton is the principal.

The Fayette Male High School, has commenced its second year in a new and handsome building; its officers and teachers are hopeful, but it, too, lacks patronage; it numbers less than 30 scholars. The principal is H. M. Quin.

Only two schools in the county extend their terms by private schools.

This report has been lengthened beyond my expectation. I have been pressed on every hand for two months, almost to exhaustion, with more business than I could possibly do. I find, therefore, that I have not time or space for further animadversions, as promised at the beginning of this report. I regret the imperfections you will find herein; have not time to review and condense.

LAFAYETTE.

PHIL. A. RUSH, SUPERINTENDENT.

Enumeration of educable children. I do not consider this

feature of the law as valuable, except so far as it enables us to hold the patrons of a district together, and to give us a basis for fixing the salaries of teachers.

So many of our fellow-citizens are on the *qui vive* about the first of January in the middle of the scholastic year, and at other times, that a census taken in our district about the beginning of a winter term, and in another about the beginning of a summer term, would inevitably result in confusion and inaccuracy in an enumeration, such as we would desire as a basis for the distribution of school funds.

CONDITION OF SCHOOL-HOUSES.

There were twenty school-houses built during the past two years—twelve log and eight frame. The school-house fund has been divided equally among the districts of the county. This has just recently been done, and the time has not been sufficient to show the results. But I am fully satisfied that the fund has been frittered away. The Legislature ought to have placed the fund in the hands of some special officer, whose duty should have been to appropriate the money in each case upon the condition that the trustees of the school should procure a deed to the land and build a comfortable house; the patrons making up any deficieney in the fund.

Boards of supervisors have not the time, ability or independence of character necessary to prosecute such an undertaking, in the absence of special instructions on the subject.

No 16th section in this county.

Our warrants are now at par. The levy is five mills. It brings in about ten thousand dollars per year, amply sufficient to supplement the fund.

SCHOOL DISTRICTS.

The average of white districts is nine miles; that of colored ones, fourteen miles.

Not many changes have been made under the nine mile amendment, we having used the "too great distance or impassable obstruction" provision of the old law rather freely.

The topography of our county is so irregular that we have practically eliminated boundary lines, and have adopted the rule of locating the school and then placing the dwelling houses in that school's district.

It is the practice of our board not to allow the children of one district to change to another, except at the *beginning* of the year, and then only upon proper cause shown.

UNIFORM EXAMINATIONS.

The uniformity of examinations gives tone to a standard from the fact that that standard is extended to the State, not to one little county.

The greatest difficulty in the examinations is that the *manner of grading* is also uniform; the superintendent's latitude, as given him by the law, is too narrow. In my opinion, the test of scholarship is not the number of questions answered, but the *form* of the answer and the *manner* of answering. In other words, there are certain never-failing signs which the true critic sees at a glance, and which fixes the applicant's *status* beyond question; and so it is quality and not quantity here as in everything else.

These examinations should be divided, giving Friday and Saturday.

Institutes have accomplished considerable in various respects; but, without doubt, a week's institute under a skillful and expert manager, just preceding the May and September examinations, would be of greater benefit than any other regulation which I can now mention.

Teachers should be encouraged to attend the institutes by giving preference to them in employing teachers; and in addition, those who may be teaching at those times should have their salaries continued during the institutes.

Trustees are performing their duties better than heretofore.

Licenses should be granted for two years to those who make an average of 90. Rather than make any other change I should prefer the law to remain as now. An examining board would shift the responsibility, and form a three-cornered farce. I have no respect for any sort of a committee except a committee of one, unless it be when there are different kinds of work to be performed and divisions can be made giving each his district duties. The papers are kept on file, and an appeal to the State Board would insure justice to the complainant. This is entirely sufficient.

The text-books in most general use in this county are:

Webster's Speller, McGuffey's Revised Reader, Monteith's Geography, Davies' and Robinson's Arithmetic, Harvey's and Butler's Grammar, Hill's Composition and Rhetoric, Swinton's History, Smith's Physiology, Steele's Philosophy.

HIGH SCHOOLS.

Abbeville—G. R. Hightower and K. Harmon, principals, pupils about 75; good prospects.

Paris—Prof. M. I. Base; about fifty pupils; fair prospects.

Clear Creek—Messrs. Austin and Whitten, principals; 75 pupils; prospects flattering.

Poplar Springs, (near Delay)—Prof. C. C. Hughes, principal, 100 pupils; a good normal school.

Delay—Prof. J. D. Brown, principal, 75 pupils; prospects fine.

Within the past year more schools have been extended beyond the free term than has been the case in any other year. There are more sub-centres of education than the county has ever known before.

LAUDERDALE.

M. H. WHITAKER, SUPERINTENDENT.

I do not think the enumeration made by teachers at all reliable, as much of it is *guess* work. Besides they cannot know where the district lines are.

The condition of the school-houses and furniture is tolerably good—about twenty log and about thirty frame school buildings erected since my last report. The school-house fund has been equally distributed among the schools by the board of supervisors.

As far as I have been able to ascertain, the 16th section lands of this county were about all leased prior to the war, and consequently are yielding no income at this time.

Three and a half mills levied for the last scholastic year, and three only for the present year. Warrants are cashed.

The members of the school board have maps of their respective districts, but they do not show definitely the boundaries of the school districts. I have noticed no changes following the nine (9) square mile amendment of 1888. I do not think children should be allowed to attend school outside the district of their residence if the boundaries could be fixed definitely.

I think the present system of examinations has been of incalculable benefit to the profession of teaching—it has stimulated the teachers to endeavor to excel, and has had a tendency to elevate the standard of the profession. I do not think the system could be improved.

Teachers who have taken an interest in the institutes have been greatly benefitted, but there are so many who care nothing about them, and will remain away if possible, I am inclined to the opinion that it would be well to substitute a week's institute in October or April, to be conducted by an expert manager for the monthly ones as now held; and the teachers required to attend, but at as small expense as possible, for they—the good ones—are poorly paid anyway.

As a general thing trustees do not seem to appreciate the importance of their trust, and do not attend to their duties as they should.

I favor an examining board and the extension of time of licenses.

Uniformity of text-books prevail to a small extent, though the people are beginning to realize the importance of a uniformity, and will soon have a uniform series in each school.

East Mississippi Female College; president, Rev. R. M. Saunders; excellent condition, but capacity of buildings not equal to the demands upon the college for entrance. About 160 students.

Cooper Normal College; president, Tom F. McBeath, 140 or 150 pupils, and in a growing condition.

Meridian Normal College; president, —— Johnson; promises to be an excellent school. About 130 pupils.

Pleasant Hill High School; principal, Wm. H. Stinson; a new school with an attendance last scholastic year of about 75 pupils, and will rapidly grow in favor under the present management.

LAWRENCE.

W. F. M. M'INNIS, SUPERINTENDENT.

The enumeration of educable children by teachers this year is quite complete, and it shows the number in the county to be 4,438.

This is the only authentic enumeration we have, as it has been several years since the assessor made a list.

Some improvement has been made in school buildings and furniture. The desire to have substantial buildings is growing, and we have more good houses than ever before. We received from the school-house fund $685. Of this $200 was expended in the Lawrence County High School building at Silver Creek, and the remainder was distributed pro rata among the several school districts of the county to be used in paying for furniture.

Interest on the 16th section funds is placed to the credit of the common school fund; it amounts to about $60 per annum.

We will have this year a surplus of more than $1,000.

School districts average about 12 square miles, and the 9-square-mile amendment has increased the number, perhaps 5 per cent.

I think such revision of the law should be made as to require children to attend school in the districts where they reside.

The present method of examinations is the only common sense and practical one I feel ready to recommend, but I think teachers should be allowed to take part of the ques-

tions on the first day, and the remainder from another list on the next examination day. I think the examinations should be made on Tuesdays instead of Saturdays.

The institutes have accomplished much more than may be supposed, but I think they should be held for one week, and at some convenient time just before opening of schools, and all teachers should be required to attend on half pay, the same to be paid with the first month's pay-certificate.

Trustees do their work very well.

The superintendent needs no help in grading answers or holding examinations, but teachers making a good average, say 75 per cent. on every subject, and a general average of 90 or more, should be entitled to a renewal of certificate by the examining superintendent for two additional years.

Text-books are not uniform, but a recent meeting of our teachers adopted the following:

Swinton's Word-Books, Readers and Geographies; Robinson's Arithmetics; Harvey's and Reed and Kellogg's Grammars; Chambers U. S. History; Hill's Composition; Cooley's Natural Philosophy; and Cutter's Physiology.

Hebron High School is located at Hebron, F. L. Riley, President. Lawrence County High School, Silver Creek P. O. This institution was established by the energies of the citizens of Lawrence county, is centrally located at Silver Creek, (The Hall). The prospects for a large attendance are exceedingly bright. As principal, we have secured the services of Prof. R. S. Foster, and as first assistant, those of Prof. D. A. Scarborough. We claim to have the largest, handsomest and best equipped school building in southeast Mississippi. Our school-rooms are supplied with patent seats, globes, call-bells, black-boards, charts on reading, geography, physiology, etc.

LEAKE.

J. C. TRIPLETT, SUPERINTENDENT.

The school-buildings of my county are, as a general thing, very inferior, and poorly supplied with school furniture. We have three school-houses that have been built during the last two years—one log and one frame—and very well equipped. The school-house fund has been disposed of upon pro rata basis, each school getting a part proportionate to the whole number of schools in the county.

I am informed that all of the sixteenth section lands of this county have been leased, and we have arising from said

lease, notes to the amount of $1,238.80, and a permanent school fund of $2,702, which is loaned annually at ten per cent., and the income thereof used in defraying the expenses of the schools.

Our school fund is somewhat short, and inadequate to the demands, but better than in former years. The levy made is more than sufficient to pay off the outstanding indebtedness of the schools. The first and second months, and part of the third have been cashed. Some warrants have been discounted at ten per cent.

We have maps delineating and defining the boundaries of our school districts. Twelve square miles constitute the average size. No changes have been made in them since the amendment of 1888. Children should not be allowed to attend school outside of their own districts. I am convinced that this would be the greatest evil that could possibly overshadow the public schools; it destroys the desire of children to learn, and creates a distrust between patrons and teacher, which results in the destruction of his usefulness.

Under the present system of education it is by far the most economical. One exception might be admissible: Young ladies and gentlemen who wish a higher education than can be obtained in the common schools, might be permitted to attend the high schools of their respective counties.

Uniform examinations have been of great advantage; and - think by far the most preferable mode of ascertaining the ompetency and ability of teachers. It has forced teachers o prepare and educate themselves for their work, which has had a great tendency to elevate the schools. Some difficulties have attended this system from its incipiency: 1. The liability and probability of competent teachers failing by being subjected and restricted to a technical test; 2. To keep assistance from being rendered by applicants in crowded rooms. All other difficulties, I believe, have been considerably obviated. The improvement of my teachers caused thereby is almost inestimable; I think it has been fully 100 per cent.

I think the institutes have been productive of good results. They have not only created a rivalry and emulation among teachers, and a unification in their knowledge of teaching and text-books; but have developed them wonderfully in the powers of retention and expression. I am of the opinion that a week's institute to be held in October or April would be much more beneficial to our teachers. It would infuse new life into them, and create a greater spirit of rivalry, and thereby make them much better prepared for their work. Superintendents, also, could better acquaint themselves with the attainments and ability of their teachers. Teachers should be required to attend this meeting; no

teacher should be employed to teach in any of the schools of the State, who is unable to show a certificate of attendance. This meeting should be held at the most convenient place, and teachers duly compensated for their attendance.

The majority of the trustees are very derelict in discharging their duties. They approve teachers' reports, and that is all.

I favor an examining board. Then a license would mean competency and honesty, rather than ignorance and fraud, unscrupulously perpetrated, as the case now is in many instances. Superintendents with two able auxiliaries, could hold the examinations much more successfully, and I think a license obtained under this regime of 85 or 90 per cent. should be granted for t vo or five years, as is deemed best in the wisdom of the State Board of Education. I would also suggest a change in the examination days, and instead of having them as we do now, have two consecutive days for each race.

A uniform series of text-books is very much needed in my county, and I am a zealous advocate of its adoption; and I think if it was adopted by each county of the State the progress of our schools would be greatly accelerated. Nothing, in my condid opinion, retards the progress of the schools more than bad classification. We have but few schools in this county that are systematically classified; I think about ten out of eighty. I append a list of text-books mostly used by the teachers of this county:

Spellers.—Webster, Swinton and American. *Readers*—McGuffey's and Swinton's. *Geography*—Swinton's Eclectic and Maury's. *Arithmetic*—White's, Robinson's and Ray's. *Grammar*—Holbrook's, Harvey's and Reed & Kellogg's. *Physiology*—Cutter's and Steele's. *Philosophy*—Steele's and Well's. *Composition*—Hill's and Day's. *History*—Barnes' and Swinton's. *Mental Arithmetic*—Robinson's and Ray's.

We have two high schools in this county: the Carthage High School and the Walnut Grove High School. The Carthage High school is under the able management of Prof. L. M. Cox, and the Walnut Grove High School is under the supervision of Prof. W. C. Roatin. These schools are doing excellent work, and are patronized not only by this county, but by adjoining counties. They enroll annually from 125 to 150 pupils.

LEE.

W. E. PEGUES, SUPERINTENDENT.

The method of enumerating the educable children is a very

good one, and I find enumeration given in by the teachers to be about 11,000; 3,000 more than when the last assessor's census was taken.

School-houses have been much improved in the past two years, though very few are well furnished. We have seven new frame buildings, two of which are well furnished. The board of supervisors divided the school-house fund equally among all schools.

We have no 16th section lands in this county.

All school warrants are cashed and the board levies three mills, as it has done all the time, and we now have on hand $2,200.

We have a county map, but no map for each district. The county map shows eight square miles to the district.

I think it advisable to establish the schools judiciously, and permit students to attend any school in the county, but they should not be permitted to change from one school to another during the same session.

The examinations have caused a decided improvement in the qualification and efficiency of the majority of the teachers.

The institutes have proved beneficial to those who attend them regularly. I favor substituting a week's institute for the monthly institutes, teachers being required to attend as heretofore.

The majority of the trustees perform their duties very inefficiently.

In some respects it would be advisable to have some one to assist the superintendent in examinations, but I do not recommend the change. I think teachers who make 90 per cent. should have a license for at least two years.

A set of text-books was adopted, but as there is no law to enforce their use, teachers do not adhere strictly to those adopted. Those in general use are as follows:

Readers—Barnes's and Swinton's. Arithmetic—Mental and Practical, Robinson's, History and Geography—Barnes. Word Book—Swinton's. Philosophy—Steele's. Physiology—Smith's.

About one-third of the white schools are continued after the free term closes.

LEFLORE.

A. MC. C. KIMBROUGH, SUPERINTENDENT.

In response to your circular letter of the 20th of September, I would say, that while the system of enumeration, now

in practice, is defective, I am not prepared to suggest any change, unless it be to have the enumeration made each year.

There has been great improvement in the school-houses during the past two years, many of the old houses having been repaired; five new frame buildings have been erected and two of logs. In the matter of school furniture, there has been some improvement, though as a rule the schools are wanting in desks, maps, globes, blackboards and in many of them comfortable seats. There has been no disposition of the school-house fund distributed in 1888.

The greater number of the 16th sections were disposed of before the war, and the funds were lost; a few sections remain unsold. Some of the townships still own their sections, and such townships will in the near future be able to extend the present free schools to eight and ten months; this is notably true of township 19, range 1, west, in which the 16th section now rents for about $500, and in a few years it will rent for double that amount.

The school fund is now behind—some $2000 of the warrants being now unpaid.

In this county the school districts are irregular, owing to the fact that we have three rivers and a large number of lakes; and, as a rule, the houses are on the water courses. No maps are prepared to show the boundaries of the different districts. We cannot follow the nine square mile amendment of 1888, for the cause above suggested—the water courses are too large and numerous, and the greater part of the population and open land are on or near the rivers and lakes.

I do not think children should be allowed to attend school outside the district of their residence, except on the certificate of the teacher of the residence district that such child has not attended school in that district.

In some respects the present system of examination might be changed to advantage. Instead of having three examinations in the spring and fall, consuming six days, let the examinations be commenced on Wednesday and continue two days at each time, thus giving ample time to complete the examination. Teachers living ten or fifteen miles from the county seat, under the present system, must now come to the examination the day before in order to finish in one day. I think a uniform system of examination good. The county superintendent should be allowed a little more discretion in granting license.

I would think a week's institute, held under an expert manager, would be better than the present system. I think this one of your best suggestions; more permanent good would result thereby to the teachers, and their attendance

could be compelled by having the license of each teacher attending endorsed by the person holding the institute, and failure to attend to operate as forfeiture of license, except on good cause shown.

The trustees attend to their duties as well as could be expected under the present conditions. The superintendent should conduct the examinations; the teachers should look to the superintendent alone. It would probably be well to have a board of appeal in each county to which rejected papers of applicants for license should be referred. I think first-grade applicants should be granted three years license where 90 per cent. is made, but they should be required to pay something to the institute fund in addition to 50 cents examination fee.

There is little uniformity in text-books. No series has been adopted.

Only a few of the white schools extend their terms by private schools. The negroes depend entirely on the free schools.

LINCOLN.

J. M. GRAFTON, SUPERINTENDENT.

I fill out and answer, categorically, to the best of my ability, the questions propounded by you:

The number of educable children in our county, according to the different teachers' reports for 1888–9, are 4023, but, according to the assessor's report for 1885, 5598.

We have in our county some very good school-houses, well furnished. As these houses become too small, or too much dilapidated for use, they are replaced with substantial frame buildings; this is an improvement in the right direction, which has been made within the last two years.

No revenue accrues to the school fund of this county from the sixteenth sections.

Our school warrants for the first and second months are paid in cash; those of the third and fourth months range from six to ten per cent. discount. Next year I think they all will be paid in cash promptly on presentation.

We have the school districts defined in each township by sections numbered and well described, but have no maps, prepared by the superintendent, to show definitely and at a glance the boundaries of each school.

The institutes have not accomplished very much in this county. I think the plan suggested by you of holding a week's institute (say in October or April), under an expert,

would be better than the present plan. As to "how you could compel the teachers to attend the newly arranged institute work," I don't know; but I think it could be carried out as successfully under this arrangement as under the present.

Trustees, as a rule, do not manifest the interest they should in their responsible positions. Some of them know but little, others are indifferent.

I think two practical teachers should be associated with the county superintendent to form an examining board; also, that licenses should be granted to first-grade applicants making 90 per cent., for three years; for two years for those making 85 in their examination.

We have a series of text-books in our county, adopted five years ago, by a convention of teachers assembled for that purpose. The length of time fixed for their adoption expires this year. The books are as follows:

McGuffey's Readers, revised edition; Eclectic U. S. History; Barnes' Geography; Harvey's Grammar and Language Lessons; Ray's Arithmetic; Cutler's Physiology; Quackenbos' Composition and Philosophy; Eclectic Penmanship, by VanAntwerp.

We have but two high schools, properly speaking, in our county, outside the corporation of Brookhaven. These schools are: Bogue Chitto High School, A. J. Maxey, Principal; Grange Hall High School, Edgar Green, Principal—lately established.

But few school districts in our county extend the time by private schools. Patrons need the services of their children —especially the boys—to assist in their agricultural operations.

LOWNDES.

W. L. LIPSCOMB, SUPERINTENDENT.

I have the honor also to present a narrative report, following the order of subjects suggested in your circular letter.

The enumeration of educable children by the assessor is accurate enough for all practicable purposes. The record is kept in a well-bound blank book and now on deposit in my office.

The enumeration by the teachers is incomplete, and unsatisfactory, and contains but a small number of names not on the enrollment of pupils in the schools. This will be the case as long as the great majority of the teachers are females,

and the colored population change their residences so often.

All the school-houses for white children are good frame buildings, well lighted with glass windows; warmed with stoves, well floored and ceiled. They are located generally in the centers of population, and sufficiently numerous to allow every white child in the county to get to school at a distance not exceeding 3 miles, and most generally not exceeding 2 miles.

Every white school in the county is supplied with school desks of the most approved modern pattern; all have good blackboards; a few, maps and charts, in fact they are as well supplied in quantity and kind of school furniture as our city schools, and the patrons very highly appreciate the improved condition and outlook of their schools in every particular. The school-house fund with an addition made by the supervisors supplied the white schools with the school desks alluded to above. Eleven of the thirty school-houses were built during the past two school years, and all have been repaired to a greater or less extent. The supervisors assisted the patrons in these buildings and improvements by appropriations from a surplus on hand in the school fund. Every white teacher in Lowndes county holds a first-grade license.

The new Franklin Academy building has been completed in part, and is a large three story brick building containing eight school rooms with seating capacity for 50 pupils each, and a spacious chapel in the third story with seats for 600 or 700 persons. It contains also teachers' rooms, cloak rooms, coal rooms, etc. The building is supplied with gas and water from the city gas and water works, and every school room furnished with school furniture, much of it new, and all in good repair. When completed by the addition of the wings it will contain twelve or fourteen school rooms, and will compare in appearance and equipments with any school or college edifice in the State.

The building is at present occupied by one principal and eight teachers, with about 380 or 390 pupils, the primary departments with two teachers and over 100 pupils remaining in the old buildings.

The school directors and patrons adhered to the old Southern system of separate education of the sexes, and the school building was arranged to this end, and the school is so conducted to the satisfaction of all the patrons and teachers.

The cost of the building with furniture, etc., as far as completed has been about $13,000, and when finished according to plan will cost about $17,000. The old buildings will be retained for industrial, art, musical, and gymnastic departments. The course of study prepares pupils for admission into the freshman class of the State colleges. Tuition free

to Lowndes county pupils, all others $2 per month. The Columbus school district received its share of the school-house fund, and it was expended with the other school funds.

The colored schools of the county are taught in comfortable houses, well warmed, some of them well lighted; all supplied with blackboards, etc.

Four of the forty-seven houses are public school property. The Union Academy in Columbus is a large two story building, well furnished, well lighted and well seated with old-fashion school desks. It contains eight rooms with seating capacity for 450 or 500 pupils, who are taught by eight teachers, the school being under the same management and with the same grades as the white city school. Most of the teachers in the county were educated in this academy.

The other colored schools are taught in churches belonging to the several religious denominations. These churches are supplied out of the school fund with good large stoves that are used jointly by the school and congregations; by this means the churches are remunerated for the use of the buidling.

The Columbus school district includes all of township 18, range 18 west, and thus contains the 16th section on which the city of Columbus is in part situated. The city lots on this 16th section are subject to an annual lease, which, in the aggregate, amounts to about $3,000, and constitutes part of the city school fund.

There is also a small amount of funds obtained from the sale of 16th section lands in other townships which has been invested in State 4 per cent. bonds, and the interest used by these townships for school purposes. This fund amounts to about $3,200, and is in the hands of the county treasurer.

All the rest of the 16th section school funds, resulting from the sale of the school sections have been lost by bankruptcy of the persons who borrowed them. I have examined the sale and title of these lands and find them to have been in accordance with law, and now in the possession of bona fide purchasers, who hold regular and proper titles.

The school funds of Lowndes county are in a good condition. Warrants all being paid promptly in cash, and balances remaining in both city and county treasury. The city levy for the next year will be three mills, for the county two mills. I objected to the reduction of the county levy from three to two mills, on the ground that it was illegal, and that a provision had been made for all surplus by the school law, and decisions of the Atttorney General. Two mills would be a very scant levy for county school demands, but the surplus of over $3,000 will prevent any inconvenience. I inclose on a separate sheet my brief to show that the levy of three mills

is compulsory, and not subject to the discretion of supervisors or city councils.

The school districts have continued unchanged since their first adoption, with a mininum area of twelve square miles, which basis is regarded much superior to that of nine square miles for arrangement and convenience. Maps of the districts and printed circulars showing sections contained and boundary lines, are on file for inspection and distribution. The district system is a failure, unless children are required to attend schools in their own districts. Nor should non-resident trustees be allowed to be elected as the law is non-construed. When these requirements are enforced superintendents soon become familiar with the number of children in each district—and can easily observe the attendance under different teachers—can more readily and satisfactorily fix the salaries of teachers and the necessity for assistants.

These remarks do not apply to the permitted attendance of children in separate school districts.

The present plan of uniform examinations should be continued except so far as an extension of terms of license are concerned. A very marked improvement in the qualification of teachers has been the result. In the school year of 1886, the license of white teachers employed in Lowndes county were as follows: First-grade, 15; second-grade, 4; third-grade, 11. In the present school year of 1888 and 1889, every white teacher in Lowndes county holds a first-grade license. The trustees of schools require this grade of all applicants.

The institutes held have been very interesting and profitable. The attendance has been large, averaging near 80 per cent., but the tax upon the time, and health and finance of the teachers, has been too great; those who did not attend were prevented by bad weather, long distances and feeble health. Want and expense of transportation are a serious difficulty.

The plan suggested of holding protracted institutes in October or May, would be a good substitute, if legal control could be exercised over the teachers before and after their employment, which would be the case in the months mentioned. As a substitute for the institutes I respectfully suggest that an examination of the teachers on the science and art of teaching be made a part of the annual examination, in which a failure to make the required grade would forfeit the license. The text-books to be studied could be selected by the board of education.

This would insure careful preparation and a positive amount of information by every teacher selected to take charge of a school. Many teachers are not benefitted by institutes. The above plan would reach every one.

Trustees of schools are generally faithful and intelligent in discharging their duties, and manifest much interest in the selection of teachers and the success of their schools.

The whole matter of licensing teachers should remain as now, in the hands of the superintendents subject to the requirements of law. The appointment of two practical teachers to assist in the responsibility and performance of the work would be attended with difficulty and confusion at last fail in the end desired to be obtained. It would be difficult to obtain the services of three qualified men who would sit together three or four weeks in joint session to examine and grade the papers of applicants.

The consequence would be a division of the labor, and each member of the board would examine a portion of the papers and grade them according to his individual judgment, and thus each license would be the work of a single man, which result was desired to be avoided by the appointment of a board of examiners.

First-grade licenses making 90 per cent. ought to be valid for three years; second-grade making 90 per cent. for two years; an extension of this kind would be very useful and practicable; too many terms of license would create disatisfaction and discouragement, Let nothing but the most careful study and preparation be rewarded.

Uniformity of text-books is very desirable in our public schools. They should be selected by some legally authorized person or persons, and continued unchanged for a term of years. It would make no material difference whether the text-books were selected for the State or county. The provisions of the old law have been followed in this county and the following are the text-books in use: Swinton's Spellers, McGuffey's, Appleton & Munroe's Readers; Maury's, Appleton's and Swinton's Geographies; Harvey's, Swinton's and Reed & Kellogg's Grammars; Davies', Robinson's and Appleton's Arithmetics; Eclectic and Barnes' U. S. History; Wells' Natural Philosophy; Steele's Physiology.

There are no High Schools in Lowndes county.

Four country districts extend the public term to 7 or 8 months.

MADISON.

W. J. MHOON, SUPERINTENDENT.

Since making my report two years ago there has been marked improvement in everything that pertains to the public schools. The teachers have become more efficient, better houses provided and warrants cashed on presentation. Three

years ago sixteen thousand (16,000) dollars were expended on a term of four months and now we have a session of five months and expend only about fourteen thousand. Besides, three years ago there were outstanding warrants for two months when the county levy was four mills. These warrants have all been cashed and the levy reduced to three and a half mills, under the workings of the present law.

Teachers are required in their final report to present an enumeration of the educable children in their respective districts. So far their reports have been rather inaccurate, but when the boundaries of the school districts are better defined and maps made showing the different districts, they ought to be perfect.

Our county was very well districted before the nine square mile amendment of 1888, therefore no change has resulted. The average size of our districts is about 14 square miles.

The children should, and as a rule do, attend school in their own district except a few who attend the city schools. This is arranged by the county paying in proportion to the regular attendance. If the children are allowed to attend any district they become more easily dissatisfied with their teacher, knowing that they can go just across the line to another school.

Within the last two years we have built six new frame houses and repaired nearly all of the white school-houses. The fund distributed by the State was used for this purpose. Wherever the people in a district were willing to help themselves, they were assisted out of this fund in proportion to the amount contributed by themselves. In the course of a few years if allowed the use of the funds over and above what is required to run the schools five months, every district will have a well equipped school-house.

A few townships have a 16th section fund which is used in some to extend the regular term, in others to build and repair. We use only the interest, which amounts to about $820.00.

I am glad to say that we run the schools on a cash basis. Every warrant is paid when presented. The levy three years ago was 4 mills but it is now reduced to 3½ mills. I am sorry that I did not suggest to the board of supervisors that we run the schools six months instead of reducing the levy, when we found that we would have a surplus after a levy of 4 mills.

A few teachers at first were disposed to criticise the examinations as being too rigid and not practical. The criticisms have ceased and all declare that there is no better feature in the law. Every superintendent should see that the rules and regulations of the examination are enforced so that a certifi-

cate issued in one county could be recognized in any portion of the State. The teachers are much more efficient and thorough and are more in love with their work.

Institutes have not been so profitable as should have been expected, owing to the want of expert managers and the indifference of many of the teachers. They didn't recognize the fact that it was for the purpose of improvement, but seemed rather to think it as a task imposed, for which they were to receive no pay. If one were held a week prior to the opening of school, and conducted by an expert, it would be productive of much good. As an inducement, let them receive pay as if for teaching if they attend, and forfeit a week's salary if they fail without excuse. This should be in October.

Trustees are just beginning to take proper interest. Heretofore, in some localities, the teacher has elected the trustees, and, of course, they would be more or less blind to the imperfections of the teacher. But now I think the people everywhere are more interested in the education of their children, and, therefore, are more careful in the selection of trustees, and the latter more careful in the selection of teacher.

There should be uniformity of text-books in every county. It already prevails to a certain extent in Madison. McGuffey's Readers, Swinton's Spellers, Monteith's Geography, Robinson's Arithmetic, Steele's Sciences, are in most general use. Text-books should be selected by law, so that they be not changed at the whim of every teacher. Change of books every session has been a cause of complaint with the people and should be stopped.

Some localities are very much interested in the cause of education. So much so that they employ a teacher for a session of ten months—extending the term five months.

The cause of education has received an impetus within the last two years, which, if continued, will perfect our system. There may be some imperfections in our law, but, taking it as a whole, few States can improve it. The people should awake to the fact that with them lies the result. In every locality where the patrons are interested a good school is sure to be found.

MARION.

H. A. BARNES, SUPERINTENDENT.

The enumeration of educable children, as made by teachers, is at least 200 less than actual number.

Condition of most of the school-houses is very bad, with little or no furniture. There were very few school-houses built during the last two years, and they very cheap; mostly "box."

The school-house fund distributed Dec. 1, 1888, was divided equally among the schools, except the town schools. This plan I was opposed to, but the supervisors didn't want to show any partiality.

The sixteenth section fund is growing very fast in this county. As yet it has never been used.

Condition of school fund very good at present. But two years ago the fourth month's warrants were sold at a discount. Amount of levy at present, four mills; last year, five mills. All warrants were cashed this year.

This county is so large and sparsely settled in the rural districts that it is impossible to arrange it in districts. We have no maps.

When counties are not laid off in districts the children should be compelled to attend the one nearest them.

The uniform examinations are good; throwing out the lazy and inferior teachers and retaining only the worthy and energetic. The teachers of this county are gradually improving.

The institutes in this county have done very little good, as the teachers are so badly scattered that it is impossible to get enough of them together to do much. I think it would be best to hold an institute for the entire county the week before opening schools, and compel all to attend or forfeit one week's salary. The institute should be managed by an expert.

There are few trustees in this county who do their duty. The law should compel them to visit the schools at least once a month.

There should be two practical teachers associated with the county superintendent to form an examining board. Applicants should be examined every year, as it keeps some studying and thinking more than they would otherwise.

There is a general mixture of text-books in use in this county.

The high schools are: W. W. Rivers, Columbia; number of students, 125.

A. L. Summer, Lumberton; number of students, 60.

J. L. Bonner, Poplarville; number of students, 110.

C. F. Carley, Purvis; number of students, 85.

F. F. Rankin, Sylvan Institute; number of students, 45.

J. R. Robertson, Bunker Hill; number of students, 80.

In most districts the schools are closed with the public term.

MARSHALL.

E. D. MILLER, SUPERINTENDENT.

The enumeration of the educable children by the teachers cannot be relied on. This is true of the teachers of both races. One reason is, so many of our people change their place of residence at the close of each year; then again, many children change schools the same session. Also not a few teachers are incompetent to take the enumeration.

A large per cent. of our school-houses are in good condition. As a rule, however, the furniture is very meager—long seats without backs, a small blackboard, neither maps, charts nor globes, sometimes a broken stove are too common. Lack of books, however, is one of the most serious troubles, especially in many of our colored schools—a class of eight or ten having only three or four books is not uncommon.

Ten new houses, one log and nine frame have been built in the last two years.

Our school fund is sufficient to meet all demands, but sometimes there is delay in paying warrants caused by the scholastic and the civil year not beginning and ending together. Our resources are controlled by the civil year, but our liabilities by the scholastic year. Hence, payment for the *fourth* and *fifth* months is delayed.

Amount of levy for school purposes, $9,819.67.

SCHOOL DISTRICTS.—The Legislatures for the last twelve ears, save one, have either changed the distance between school-houses, or the size of the school districts. This makes maps of the school districts a kind of periodical literature.

Then the unequal distribution of the two races, makes it necessary to have two sets of districts in the same territory. Again, in sparsely settled districts twenty square miles are not sufficient to make one legal school of twenty children. For these and other reasons we have no maps nor well defined school districts. The minimum school must be changed, if all the children are to have equal school privileges. For as now, many are without school priyileges at all. These children ought to be looked after. But this will make material changes in the map if we had one.

If each school district, in the sense in which the word district is here used, had the legal privilege of taxing itself for school purposes, then no pupil could go out of his district free of charge, but as our counties are by the constitution of the State, made separate school districts, having a common school fund, I see no good reason why children should be kept in "the district of their residence."

I much prefer uniform examinations if they can be honestly conducted, but "here lies the rub." All sorts of tricks are resorted to on the part of applicants and their friends, as copying papers of others, slipping questions to experts on the outside, going out to consult books, copying all sorts of information, nice tablets, and bringing these books to use as waste paper (I have a few of these!), etc., etc., all to defeat the design of the law in having an examination at all. Could some plan of examination be devised to defeat these "human irregularities," then there can be no doubt as to the superior result of uniform examinations. Still, as it is, there is great improvement in teachers as to literary qualifications.

So far these institutes have accomplished but little. As a rule they are poorly attended, caused by bad weather, muddy roads, and by want of conveyance. An institute of a week's duration would accomplish much more; then the examination should be held at the close of the institute on Saturday. As to the time, I should prefer August or September. Under this plan, I think, all the teachers would attend, as no others would be licensed unless some valid reason could be given for not attending the institute. The institute conductors should be the examiners, with perhaps the county superintendent of education. This plan would put the examinations largely in the hands of disinterested persons who doubtless would deal fairly with all concerned.

Trustees do just as little as they can unless one should want a friend as teacher; in that case, that one is usually very active. They do usually quite well.

I favor an examining board; 90 per cent. honestly made is a high per cent., and, in my judgment, should entitle a person to a three year's license; and 85 per cent. to a two year's license. These are high marks, evidence of bright scholarship, to be made as a general average on ten subjects in a few hours without aid of any kind.

Our text-books are quite uniform. The list is as follows: Webster's Speller and Swinton's Word Book; McGuffey's Readers; Quackenbos' Composition; Harvey's English Grammars, with Reed & Kellogg in town; Swinton's Geographies, and United States History; Robinson's Arithmetics; Steele's Natural Philosophy and Physiology.

Franklin Female College; Mrs. F. A. Tyler and Henry Tunstall principals. This school is doing well. It is one of the oldest female schools in the State and has a splendid history. About 80 pupils are now in school.

Maury Institute; Miss E. D. Watson principal. This school took high rank trom the beginning. It is full; about 60 in attendance.

Bethlehem Academy; this is an excellent school for young ladies and misses also, located in Holly Springs, under the management of Sisters of Charity. There are about 60 in attendance.

There are two others, Waverly Institute and the Kate Tucker Institute, both in Byhalia. These are also free schools with about 210 pupils in both. The instruction in both is good and of high grade. They aim to prepare their students for practical life, or for college or the university if they wish to pursue a higher course.

MONROE.

E. P. THOMPSON, SUPERINTENDENT.

In making this, my annual report for the scholastic year 1888–9, it gives me great pleasure to say, in the outset, that a large enthusiasm in matters of public education has been evoked among the school patrons of this county, and among the school children as well. This is evidenced by the erection of many new and handsome school buildings, a better attendance is being made, and a greater interest manifested. A five month's term is taught, a liberal cash salary paid to teachers, and, indeed, a marked improvement is made visible all along the line.

ENUMERATION OF EDUCABLE CHILDREN.—This work, if performed by the teacher at all, should be done before the school opens, and paid for as ordinary school work. The present requirement as made does not secure reliable returns. The school population is shifting, especially among the negroes, hence a true account of bona fide residents of school districts is hard to obtain.

CONDITION OF SCHOOL-HOUSES.—Very good, and improving. Forty-one frame school houses have been built and furnished within the scholastic year just closed.

The school-house fund, distributed in December, 1888, has been spent, or rather $1,600 of $2,500, in helping to erect the school-houses above enumerated, and in accordance with circular instructions sent out by State Superintendent of Education—that is to say, helping those who tried to help themselves—resulting in the building up of school property aggregating in value from ten to fifteen thousand dollars.

SIXTEENTH SECTIONS.—Leased for ninety-nine years—a barren. Income from that source only $43.50 per annum, without any hope of increase. The income is not used, but allowed to aggregate in the county treasury, to be loaned

out annually—now amounting to $435, loaned on mortgage note bearing 10 per cent. interest.

CONDITION OF SCHOOL FUND—Solvent. $14,340 to be carried over to next term of 1889–90. Levy of one mill for year 1888–9 reduced to one-half mill for 1889–90. All warrants paid in cash on presentation. Altogether, I would say, a most happy and prosperous financial condition.

SCHOOL DISTRICTS.—No maps. Take each school-house as centre and radiate them two and one-half to three miles, except in cases of natural obstructions, then arrange so as to fit the convenience of children.

Children should not be allowed to attend school indiscriminately outside district of domicil. Allowing them to do so is, as I know, a fruitful source of discontent and confusion. Each tub on its own bottom is the just thing, and in better keeping with an intelligent discipline.

UNIFORM EXAMINATIONS—Stand, above contradiction, a blessing and an unmixed good to the public school system of Mississippi. It has incited pride and emulation among teachers, and a study of text-books impossible otherwise to secure.

INSTITUTES—As now ordered, have proven ineffectual through non-attendance. Teachers, preferring to pay forfeit rather than subject themselves to the discomfort and expense incident on attendance. I approve the suggestion of a one week institute, held in October annually, and paid for as other school work. Force attendance by refusing to license those who do not attend regularly.

TRUSTEES.—As a rule they give but little attention to the schools. The elective system as applied to the selection of school trustees does not work out well; on the contrary works harm to the school system by bringing about contests among neighbors, and breeding dislikes that the influence of the school-house, the church, and county superintendent combined cannot allay. I know of schools—I have two on hand now—broken up, almost beyond repair, by "trustee election." The trustees should be appointed by the State Board of Education, then the *best* men could be had in each school community for the duty. As it now stands the result is confusion.

UNIFORMITY OF TEXT-BOOKS—Butler's Reader, Butler's Grammar, Robinson's Arithmetic, Monteith's Geography, Webster's Speller, embrace the list most generally used in this county, though other books are being in some degree gradually substituted, at will and taste of teachers.

HIGH SCHOOLS—One in county—E. E. Cowley, principal. This is run as free school during free term and subject to all the laws governing other free schools in the county.

PRIVATE SCHOOLS—As many as eight districts in this county extend their terms by private schools. I applaud the plan and give it hearty personal and official support.

In closing I desire to reiterate an opinion expressed in my last report—that in my opinion a feature of *compulsory attendance* is absolutely necessary to make any public school system a full success.

MONTGOMERY.

W. E. SIMPSON, SUPERINTENDENT.

I think there should be an enumeration of educable children at least every two years, and the officer making the same should be required, under a heavy penalty to be diligent and make a correct enumeration. I am satisfied that this work has been very loosely done by many of the assessors.

Condition of school-houses and furniture: On this point I am sorry to report that a great number of the school-houses in my county are poor indeed and out of this sorry condition many evils arise. Sickness among teachers and children, a small average attendance, loss of time by teachers on account of bad weather and complaints of incompetency against teachers may be ascribed, in a great measure to this cause. A teacher cannot work and pupils cannot study, when crowded up in a cold hut or open barn. A good teacher will not often endanger his life by trying to teach in a hut or barn during the winter months for an ordinary salary, and districts having these cheerless houses have to take such teachers as are in a press for money and are compelled to take desperate chances. I have visited the schools of my county and labored faithfully to induce the patrons to fit up good buildings and in many places they have agreed to do so. There are some comfortable school-houses in my county, well furnished with desks, blackboards, etc., but not many. Most of the school buildings for the whites are framed, unceiled and have open floors. The colored generally use their churches and they are cold and cheerless in winter. The school-house fund for 1888 has not been distributed yet. I have advised the board of supervisors to distribute this fund equally among all the school districts when they have a good house near enough completion to make it a certainty. Our legislators ought to take hold of this school-house question and make it a penal offense for a superintendent to employ a teacher in a district where there is not a comfortable house sufficiently large to accommodate all the

pupils that may attend. The people, white and colored, in every neighborhood of my county are able to build houses and when they find they can't have a school without a good house they will get about it and this will make the school sites permanent.

The 16th section funds were about all lost and squandered during the war and immediately after. We have about $100, the interest of which is applied to the teachers' fund of the county.

At the beginning of the scholastic year, October 1, 1888, I found my county school fund ten thousand dollars ($10,000) behind. By special act of the Legislature the board of supervisors were authorized to levy a tax of three (3) mills on the total valuation of property, real and personal in the district of the county, and also $1 extra on each poll to pay off these outstanding warrants. The board made this levy in September, 1888, which paid off one-half of said debt. The same levy has been made this year which will cancel the balance by January, 1890. All the warrants issued during this past year, 1888 and 1889, have been cashed by the treasurer as fast as issued, and the same order will be continued for 1889 and 1890.

Maps were prepared when the new law went into effect and very few changes have been made since. I think that children should be confined as closely as possible to their own districts, and in *no case ought* they to draw on their own county when they attend school in another county, except it be a line school near them. Let them keep up their own schools. I think the law ought to remain as it now is on this point.

UNIFORM EXAMINATIONS.—This is a puzzling question. A written examination does not show a teacher's aptness for imparting knowledge. It does not bring out his general acqaintance with any subject. It may do for applicants for first-grade, but I humbly suggest that the black board and books be brought into requisition, and see if the candidate can make the third and second-grade in a respectable manner, and if he can then set him down with pen, ink and paper. I held this office over four years under the old law. I was then out four years, and when I came back I found a majority of my old teachers still in the business, and several who who held second-grade certificates under the old law had first-grade under the new. I see no improvement in the teachers growing out of the change to written examinations. More depends on the ability and temper of the superintendent and the local trustees than anything else, in securing competent teachers for his schools.

Institutes are valuable auxiliaries to the teacher, and

should be kept up by all means, but how to secure attendance and when to hold them is the question. I think the session should be five days, and held sometime during the winter session of the schools, say just before or just after the Christmas holidays. Let the penalty remain, as it is now, for a failure to attend, and require its enforcement by the superintendent. October or April would do if there was any way to enforce attendance. One day at a time does no good, as those who attend do not got into the work in that time; besides it is not right to claim the time of teachers on Saturdays. I tried two days at a session at two of my institutes last winter and those present pronounced it a success.

Trustees as a general rule discharge their duties very well.

I think it a good plan to associate two practical teachers with the superintendent, as an examining board for all applicants for the first-grade, and the let license be good for two years in the county where issueed only.

There is not much uniformity in text-books in my county. Steele's Physics and Physiology, Davies' and Robinson's Mathematics, Swinton's History of the United States, Cornell's and Swinton's Geography, Reed and Kellogg's, Harvey's and Swinton's Grammar, Quackenbos' Composition, McGuffey's Readers and Swinton's Word Book, and Webster's Spellers, are the books most in use.

Winona Femal College, Dr. J. T. Zealy, president; Winona Male School, Prof. G. W. Smith, principal; Duck Hill Male and Female Academy, Prof. Sanderson, principal; and Poplar Creek Male and Female High School, Dr. J. W. Armstrong, principal, are all good schools and well patronized.

Some eight or ten districts extend their terms by private schools.

I wish to call your attention especially to teachers' monthly reports. They should be required to swear to them, and the superintendent authorized to administer the oath. When teachers are paid on the daily average attendance the temptation to swell a report, and thus make $2.50 or $5, is too great. Amend this by all means. The school law, with the few changes suggested, I think all right, where properly administered.

If boards of supervisors and superintendents would act with judgment, and do their duty, the free schools could be run five months each year, and the people would be satisfied with the law and uphold it. They are willing to be taxed for free schools, when economy is practiced. It is extravagance and debt which they dislike.

The office of county superintendent is one of great importance in the free school system, but I am sorry to say that it has often been used as a foot-ball, to be kicked about

and used for partisan purposes, or to gratify the spites and prejudices of men who had the ear of the appointing power; and the careless indifference of many of the appointees have brought unjust reproach on the law. I believe that superintendents ought to be elected in all the counties, and if the people make a mistake they have no one to blame but themselves.

NEWTON.

EUGENE CARLETON, SUPERINTENDENT.

I find, as a general matter, teachers do not enter into the spirit of the law in making the enumeration of the educable children, and seldom have it correct; and, as a general fact, the trustees will sign the reports when presented to them without investigation, all considering the whole thing *pro forma*, to be gotten rid of as easily as possible. Therefore I do not consider the teachers' enumeration reliable. If there could be a legal obligation required of the teachers and trustees so as to compel them to make a correct enumeration, then this way would be much better than by the assessor. The teacher should be allowed the same pay for the service as would be received by the assessor.

While the school-houses are not what they should be, most of them are in a fair condition. All now being built are framed, and better than formerly. I find no furniture, apparatus, etc., in the school-houses other than black-boards, a few desks, etc., except at Decatur, Newton, Centreville and Union. Some have good seats, a few desks, others mere excuses for them, and some only rough benches of the old school plan. Most of the houses will admit of winter schools being taught in them, and a few not sufficient for a summer school. I believe that there is a general disposition to improve in this matter, however. There have been eight new school-houses built in the last two years, all of which are framed. There has been no disposition of the school-house fund that was distributed by the State in December, 1888.

We have no sixteenth section lands in this county of any value whatever. There are two townships that have a small fund, but it is handled as under the original law, and does not come under the jurisdiction of the superintendent, and is not connected in any manner with the common school fund, and is used independent thereof.

The warrants on the school found have not been paid in full during the scholastic year. The first and second months

being paid cash, the third in the fall, and the 4th going over to the next year. The funds are now about even, the five mill tax of this fall very nearly paying all indebtedness for the scholastic year 1888–9; so that a similar levy next year will fully pay and meet all expenditures for the year 1889–90, which will be the first and second months paid in cash, and the third and fourth months to be paid in the fall.

Maps of the districts have been made, but from changes found necessary to be made, will have to be re-made. The districts are 9 and 12 square miles, mostly of the latter size. There have been seven changes under the 9-square-mile-amendment. The law should be plain and emphatic, that no child should be allowed to attend school out of the district (for obvious reasons), except where the students desire to attend a longer term than they can get in their own district, or there is some immovable obstruction, and then only on the facts to be set out fully and presented to some proper authority.

If what was intended by the law as to examinations could be carried out, then it would be much the best plan of examination, but as it is, its greatest advantage is, that it relieves the superintendent of much labor. I cannot see that it produces higher grade of teachers, and really it enables a second-grade teacher to obtain a first-grade certificate in many instances, and there is no way the superintendent can prevent it in many cases. And as a matter of fact, so far as my observation has been, it has a deleterious effect on the moral ideas of the applicants, the larger portion of them either believing or pretending to believe that the present law is an imposition on them, and therefore that they are justified in circumventing it in any way they can. If the law is continued in force, it should be so amended as to make its avoidance perjury. That the present system has caused the teachers to study and keep reviewed up on the studies to be examined in, there is no doubt, but at the same time at the expense of other branches necessary in the profession, and keep their minds in one channel too much.

The institutes will advance the interest in schools more than any other mode that I know, for the length of time consumed in attending them, especially when conducted by interested and energetic managers. The institutes in this county, as a general thing, have not been as successful as they ought to have been, for various and seemingly unavoidable reasons; however the prospect the coming year is much more favorable and we have hopes for the better now. I do not believe that the semi-annual institutes alluded to could be of the same general beneficial results, for several reasons. There would be no attendance than by those mostly inter-

ested in them, because there would be no way of forcing an attendance, and those who most needed the benefits would not be there to receive them; excuses would be more plentiful than attendants. How teachers should and could be compelled to attend the week's institute I cannot see any feasible plan, as under the present law, who would be teachers in April or October; there being no schools in operation in either month. Curiosity and a desire to have their names enrolled might cause a casual attendance by many of the teachers.

My experience is that not one single set of trustees have performed any duty required of them except to employ teachers and sign their reports without examination, when presented to them. Trustees should be allowed compensation in some form and be compelled to perform their duties, or let their teachers and district suffer from their neglect.

Under the present system of examination I can see but little advantage to have two practical teachers associated with the superintendent to form an examining board otherwise than to prevent criticism on the superintendent in his decisions on disputed points. There is no doubt but that it would be beneficial to educational interest to have two or three-years licensed teachers. It would cause more emulation among the teachers on account of the distinction it would give them, and cause a different sentiment among them on the law; causing them to see that teachers of an inferior standing did not occupy positions that they were not entitled to hold. At the same time all applicants for such licenses ought to be required to give such assurance in manner and form as would compel them to comply with the law, and that the work would be entirely and truly their own without aid or knowledge prior to or during the examination of the work performed. When obtained in this manner a certificate for two or three years would carry with it an honor and weight that they would deem worth having, and defending from those not justly entitled thereto.

At one time, under a former law a uniform set of text-books were adopted, but never fully complied with. In April, 1888, the teachers of this county "recommended" a set of text-books—a good many of the old set being re-adopted. While there is not a uniform set of text-books used in all the schools, yet each school is as well off that way as can be accomplished under a non-compulsory law. Most of the schools have adopted the recommendation, while others retain the old set. In the following list the first named is that recommended by the teachers last year, the other in general use before:

Spellers—Swinton's; but the old "blue back" holds its

own against all others. Readers—Lippincott's, McGuffey's. Geography—Swinton's. History—none recommended, Swinton's, and Barnes' used. Grammar—Patterson's, Butler's. Composition—Hill. Physiology—Smith's and Steele's. Philosophy—Wells. Arithmetic—Robinson's series.

There ought certainly to be a law compelling uniformity in text-books, each county to determine for itself what to be used.

There are four high schools in the county that are chartered and run ten months during the year. I have never had any official report from any of them other than during their public school term. All of them have good buildings and commodious! very well prepared to aid in comfort and advancing educational interest, by apparatus, etc. The schools opened in September with sixty or more students each.

Decatur College—G. G. Beaman, principal.

Newton High School—J. C. Fant, principal.

Conehatta Institute—J. S. Scott, principal.

Greenwood, (Union) Institute—G. A. Park, principal.

During the public school term each school has one hundred or more attendants. There are efforts being made to have such a school at Hickory and one or two other points; that at Hickory I believe will be a success. The people generally seem to be very much interested in education and all that is necessary to get the people to favor the common school law is to have sufficient money to carry out the intention of the law. I believe that very few object to paying the tax required and are demanding more facilities each year.

None extend their terms but those named above, except by an occasional one or two months term, and but few of them.

The division of the four months into two terms is ruinous to the system—makes the schools but little more than a farce, I tried in each case to get them to supplement the one or two months with a private school and succeeded only in one instance, although it was their intention at the beginning. Education, now outside the public funds, seems to be rather backward, except in occasional sections. The salaries of superintendents are not sufficient to justify them in putting in the time and diligence required of them, and their salaries should be fixed by an act of the Legislature. The teachers should be required to swear to their reports, and also compelled to file them not later than ten days after the expiration of the month.

NOXUBEE.

S. M. THOMAS, SUPERINTENDENT.

The enumeration given by teachers is nearly correct as

far it goes, but it is less than the total given by the assessor, because there are some sparsely settled localities that have not the requisite number of children to form a school district, and consequently are not enumerated by any of the teachers.

The school-houses for the whites are very good except in a few instances. The colored schools are taught almost altogether in churches, and nearly always have plenty of room and benches enough to seat them comfortably, but have very few desks; the white schools are poorly supplied with desks, but the schools, both white and black, have one or more blackboards in each.

In the separate school district, Macon, there has been a $1200.00 addition to the brick public school-house for whites, and twelve or fourteen frame houses have been completed in the county, with six or eight others started but not yet completed. The citizens of Shuqulak have just completed a two story frame building costing about $1500.00 for a male high school.

The total amount distributed was equally apportioned to the five supervisors districts and was then given out $100.00 at a time to the trustees of the various schools, who supplemented this with a sufficient amount to build a nice frame school-house, which was then, together with the lot on which the house was erected, deeded to the county.

All 16th sections were disposed of prior to the era of public schools.

There is some school money on hand left over from last year.

The county levy for 1888–'9 was one (1) mill and all warrants are paid in cash.

I have maps showing the boundary lines of each district together with the location of the school-house.

Owing to the fact, that in many portions of the county the white people are scattered over large neighborhoods their school districts are sometimes rather large, containing 12 or 15 square miles; on the other hand, however, the negroes are so numerous that very few of their districts contain over 9 square miles.

This of course required a good many changes to be made, especially in the colored school districts.

I think that pupils should be confined to their own district provided they only go one term during the year.

I think the present plan of examinations decidedly better than the old one; though it may be a little inconvenient for some teachers, it enables us to have uniformity in teachers of the several grades throughout the State, something that could not be had by any other method. It also relieves the

county superintendent of all censure in regard to the nature of examination, and prevents his showing any partiality in the selection of his questions.

I think that the teachers of this county have improved at least 30 per cent. under the present system of examinations; it is wonderful to see how it stimulates teachers to study and improve.

The institutes have accomplished a great good, in improving the methods of instruction, together with the discipline and school management of many of the teachers, especially beginners who have had no normal training.

I think a change to a week's institute would render the work much more efficient, because it would be more convenient for teachers to go to the place of holding the institute and spend a week, during vacation, than to be making monthly trips during the school term, which in this county, is in nearly all cases a winter term.

I think that teachers ought to be required to attend the week's institute, for the same reasons, and in the same manner as they are now required to attend the monthly institutes.

A few trustees seem to take a great deal of interest in their schools, and do all they can to build them up, but the majority take very little interest in the work and do just as little as possible.

I think that to join two teachers to the superintendent would be better, for several reasons: it would expedite the work of grading manuscripts, relieve the superintendent of a part of the responsibility of grading teachers, and prevent the practice of favoritism.

Where the per cent. is 85 or 90 on your questions, I do not think it necessary for them to be examined more than once in two or three years.

Some of the text-books are almost universally adopted, while others are not uniform. Those in most general use in this county are as follows, viz:

Spellers—Swinton's; Readers—Swinton's; Geography—Swinton's; Arithmetic—Robinson's; Mental Arithmetic—Robinson's; Grammar—Swinton's and Reed and Kellogg's; Composition—Reed and Kellogg's; United States History—Barnes's; Physiology—Steele's; Natural Philosophy—Steele's.

There are three high schools in this county. One in Macon, the Macon Female Seminary, Rev. J. H. Buck, principal; in very good condition; 37 pupils enrolled last term.

The Shuqualak Female College, in the town of Shuqualak; Rev. L. M. Stone, principal; in a flourishing condition; 109 pupils enrolled last term.

The Brooksville High School, in Brooksville; in a good condition; 160 pupils enrolled last term.

Very few districts extend their public schools by private terms.

OKTIBBEHA.

L. A. FORT, SUPERINTENDENT.

To obtain a correct estimate of the educable children in the county I would recommend an enumeration biennially by the assessor. He is well informed as to the sections, townships and ranges, while but few of the teachers or parents are familiar with said divisions. Though I have labored to explain the locations, many—especially the negroes—cannot understand. Hence the discrepancy between the teacher's and assessor's enumeration, that yon will note in my report.

The condition of most school-houses is good. They are comfortable and well furnished; others are in a pitiable condition. As an incentive to have the houses rendered suitable, I have refused to locate schools where the teacher and pupils could not be made comfortable.

Two frame buildings have been erected and equipped, several old ones repaired and furnished—by the school-house fund. I have advised and urged the board of supervisors in no instance to appropriate this fund to churches used for school purposes, allowing it alone to the building and improvement of our school-houses.

There are no 16th section lands in the county. The amount—between $4,000 and $5,000—on hand of 16th section fund, is amply secured by mortgage on real estate, drawing 10 per cent. interest, collected annually by the treasurer and paid into the common school fund.

Our school fund is increasing annually, is on a firm basis—cashing all warrants presented. Amount of levy three mills.

I have prepared a map of the county, and given each teacher a list of the sections, township and range included in his or her district. No changes were made in consequence of the nine square mile amendment of 1888.

In my judgment children should not be allowed to attend school outside of their district, unless prevented by creeks or some other equally objectionable hindrance.

Uniform examinations have proved of inestimable benefit to the educational interest. Efficient and progressive teach-

ers have been forced to the front, those incompetent eliminated. Their pride is aroused, creating a desire for greater proficiency, and resulting in a positive improvement of all teachers. I am beseiged at the close of these examinations, by the teachers—particularly the negroes—for questions of all grades; to be preserved in scrap-books for further study.

Institutes have accomplished but little in our county; are about equivalent to divided terms, hence I heartily recommend the suggestion of substituting a week's term to be held October under an expert manager. Such an arrangement, I am sure, would prove far more beneficial and acceptable to our teachers.

Each teacher should be compelled to attend the week's institute, under penalty of forfeiture of $2.00 for each day's absence, to be deducted from the first month's wages. However, since all our teachers are eager for instruction and advancement, no penalty will be required should the week's institute be adopted.

About the only duty of trustees is performed, they opine, when they have signed the monthly reports.

Where county superintendents are incapable of examining and grading manuscripts, I certainly would advise the appointment of two practical teachers to form an examining board; provided their wages will not be deducted from the superintendent's salary.

Since the annual examinations have proved an incalculable benefit to all teachers, I doubt the propriety of granting—yet awhile—three year's license to applicants making 90 per cent., or two years to those averaging 85 per cent.

To a very limited extent; list of text-books generally used: Spellers, Webster's and Swinton's; Reading, McGuffey's and Lippincott's; Geography, Cornell's and Swinton's, Arithmetic, Robinson's; Grammar, Reed and Kellogg, Butler's Composition, Bain's, Reed and Kellogg; History, Swinton's, Goodrich's; Physiology, Steele's, Cutler's; Natural Philosophy, Steele's.

Starkville Female Institute, President, Rev. T. G. Sellers, numbering 150 pupils; and the Starkville High School, President, Mr. W. E. Saunders, enrolling 130 students, are both in a flourishing condition.

In quite a number of schools of both races the term is extended, but the main dependence for the education of our children, is the public school.

PANOLA.

J. A. RAINWATER, SUPERINTENDENT.

The enumeration of the educable children by the teachers

is not, in my opinion, correct, although the teachers have brought in the names of the children and the names of their parents. In examining these various reports, some of the children are over age, some under age, some outside the district, etc. If you will notice there are 13,623 children enrolled by teachers in Panola county. I think this should be about 13,000. According to the assessor's account in 1885, Panola has 10,872 educable children.

The condition of the school-houses and furniture gets better every year. Our people are interested more than ever in improving and building school-houses all over the county. The little school-house fund distributed December, 1888, is stimulating our people considerably, as we only give to those who will help themselves.

Nothing is being done with the small quantity of school land on hand. It brings in no revenue. Panola's school fund is sufficient to pay her teachers good salaries and run her schools six months, pay cash and have near $8,000 when our schools closed. We have only a levy of 3 mills in our county, and 4 mills in the separate school districts.

We have maps prepared in my office of the school districts last year, but every year I have to make new maps, as changes in the school districts require it.

Children should not be allowed to change districts after entering school. Very frequently in consequence of the location of the school-houses, children in one district are nearer a school in another district. Permission should be given to such to attend the school in the other district.

INSTITUTES.—Zeal and progress in the work; enthusiasm. I think all institutes are good, but compulsory institutes should be held at the commencement of each term of school, not to learn text-books, but to learn to teach, and for the purpose of having uniformity of work in the county. Teachers should be required to attend as they are now required to attend. Each day forfeits one day's salary for each corresponding month. I think the county ought to pay teachers for attendance as if they were teaching.

Trustees do not perform their duties as required by law. In many instances the trustee system seems to be a farce. I do not know what to recommend instead, except something be given in return for services performed and make the duty compulsory. Give the trustee something for his services or leave him off.

I favor an examining board if the examinations are conducted as now. I am in favor of State licenses for three years if the 90 per cent. is fairly and squarely made, but no less percentage should merit anything but one year's license.

There is not entire uniformity of text-books in our county.

I am very much in favor of a law which enables counties to adopt and compel the use of the text-book. Swinton's Readers; Swinton's Spellers; Swinton's Geographies; Swinton's United States Histories; Robinson's Arithmetics; Robinson's Algebra's; Reed & Kellogg's Grammar; Reed & Kellogg's Composition; Steele's Physiology; Steele's Physics.

Sardis Separate School District, J. E. Witherspoon, principal, with five assistants; in a $6,000 house with 200 children.

W. J. Curry, principal of Cold School, with two assistants and 150 children. We have good private schools running in every town in the county, and in several country districts.

Our schools, many of them, extend their term to nine or ten months. It is true our public schools are not what we would like to have them. Much depends on proper supervision, and much on the qualification and zeal of the teachers. But they are improving and growing in favor with our people. I call attention to the amount of money spent by Panola county to run her schools six months. I pay my best teachers all I can. I encourage my teachers in their work. I hold the institutes in Panola county. I give all the teachers, white and colored separately, one week's institute to prepare them for their work. I hold an institute of three weeks each for white and colored to prepare them in their text-books and in the theory and practice of teaching. My teachers will compare with any. My schools are improving yearly. My whole time is engaged in building up the schools in Panola county. I want to see her children educated and her teachers respected as they should be, and paid for their labor properly.

PERRY.

H. J. HOMES, SUPERINTENDENT.

It is utterly impracticable for me to go back beyond the period of my own administration, which began in September, 1888, and give anything like a satisfactory statement. Reports I am informed by my predecessors have been forwarded, but there are no duplicates retained by them and there are no records kept to correspond with the form of statistical and financial report you demand. We have had no enumeration of the educable children by the assessor for three years, and the only enumeration of enrollment I have, is such as is made by the teachers. I have tried in this way to get a perfect enumeration, but I am sure it falls far short.

The condition of school-houses and school furniture is sim-

ply deplorable. There are not more than three or four school-houses in the county worthy of being dignified as such. School furniture proper is a thing unknown. Most of the houses are built of logs, or on the style of "California" or box houses, without desk, blackboards or anything like comfortable sittings. The school-house fund distributed to the county, amounting to $263.25, was divided equally to the five supervisor's districts of the county, placed under the direction and control of the member from each beat and by him to be appropriated. By this plan no school-house will be benefitted. The mere nominal sum of $50.65, subdivided again, will hardly give $5 for the benefit of any school-house. I think this was unwise in policy and a waste of money. There are no maps defining boundaries of school districts; they are matter of record in the county school board.

It is impracticable to observe strictly the law limiting school districts to nine square miles. The school board fail to realize the importance of systematic arrangement of school districts, and our board of supervisors, take but little interest in providing the means to insure an efficient school system throughout the county, and the superintendent is powerless to remedy existing evils without the co-operation of the county school board and the board of supervisors. I think that the school districts should be bounded by township lines, and the public school-house centrally located as possible. Public roads should be run upon section lines, and let us have system in county affairs generally.

"Uniform examinations" as the subjects no doubt is well. By this, I would be understood to say, that for first, second and third-grade the applicant for license to teach should be examined upon such curriculum as would be suitable to a school of such grade. But not after the manner that such examinations are conducted now. The design was a good one, and to the professional teacher the effect would be to stimulate effort to improve. But my observation is that in most cases the separate examinations on the present plan has not had the desired effect. The questions for the most part, are such as may not arise in an experience of years as teachers of a common county school. My conviction is that oral examination by a competent superintendent in the ordinary way, with reference to text-books and with reference to what may be taught, is the better plan. Let the superintendent have authority to grade as he does now. I see the need of a higher grade of scholarship among teachers, but I am convinced that the present plan will not insure this.

The institutes have done good and I think they should be held monthly, or bi-monthly at least. I think the week's institutes to be held semi-annually will be to too great a tax

upon teachers in a county like Perry at least; the distance many would have to travel, the expense involved, the time consumed, combine to make it impracticable. Teachers should be required to attend the institutes, and my experience is, that the more frequently they attend the more they become interested and profited.

If trustees of our public schools will only perform their duties, as now defined, I can see no necessity for any modification of the law. But the trouble is that the patrons of the schools are indifferent as to when they elect trustees, and the men chosen rarely visit the schools, and if they did, as a rule they are incompetent to judge as to the management. If the superintendent had the power to appoint in every case the trustees would likely be more efficient.

I think it would be well to have two experienced teachers associated with the county superintendent constituting an examining board. This plan would give more general satisfaction, and would certainly be a great relief to the superintendent.

Uniformity of text-books is certainly in my judgment essential to correctness and thoroughness, but I have found it impracticable to secure this; because there is no power to enforce it. The superintendent nor the teachers have authority in the premises. Their action, as the law is now, can only be advisory, and there is diversity of choice among the teachers that prevents uniformity. I think the State Board of Education should have authority to adopt text-books and enforce uniformity in every department of school work. Let this matter be settled authoritatively at once from headquarters.

Barnes' series seems to be more generally in favor in my county.

There is no high school in my county. The people of Hattiesburg have made two or three attempts in this direction, but failed. They have recently availed themselves of the provision of law and declared the town of Hattiesburg a separate school district, and secured teachers with a view to providing higher education than is afforded by the common schools of the county. There is a growing prejudice against State patronage to universities and colleges at remote points inaccessible to the masses, and the people think that the revenues for educational purposes should be more generally disbursed, so that there might be at least *one* high school in each county. Mere *free tuition* at the State University, the A. & M. College or the I. I. and College is of little benefit to the poorer class when the expense of transportation and board, with all the incidentals, place the advantages of collegiate education beyond the reach of the poorer class,

and inures chiefly to the benefit of those who really do not need accommodations of this kind.

There are not more than one or two districts in my county that extend their terms by private schools. Indeed, it occurs to me sometimes that compulsory education will be necessary to make the people avail themselves even of free school privileges. I have given you as plain statements of facts, and of my individual opinion concerning the matters contained in your circular, as I can write.

SUPPLEMENTAL.—I attempted to get at the condition of the 16th section school-land by whom held, amount of fund arising therefrom, and the method of disbursing the same, but it will require weeks of labor and distinct titles to such a degree that there was a general protest against such investigation. I could do nothing with it. It would pay the State to employ some one to investigate this matter. Thousands of dollars I believe are lost to the school fund on account of the irregularities in this matter. The levy for school purposes is three mills. Warrants, until recently, have been paid in cash.

PIKE.

S. A. MATTHEWS, SUPERINTENDENT.

The enumeration of the educable children of the county by the assessors as now required by law is very defective. As a general rule they only enumerate the school children of parties they see in their rounds, and that have real and personal property. If the old adage holds true, "a poor man for children," the assessor neglects to find him, and consequently large numbers of children of school age are not enumerated. To remedy this I know of no better plan than that the secretary of the board of trustees in each school district be required to enumerate the educable children in his district, and return the same to the chancery clerk or superintendent of education on the first Monday in October each year, and that he receive the same compensation that the assessor now receives for the same work.

The school-houses in this county are respectable and a majority of them comfortable. Much improvement has been made during the last scholastic year. During the last winter term I refused to employ a teacher unless the school-house in his district was comfortable in every particular. The consequence was that some excellent buildings were erected, and the patrons were stimulated by necessity to build good and permanent buildings. The old log school-house in this

county is a thing of the past, and in their stead we find neat frame buildings, "with brick chimneys and glass windows."

The town of Magnolia has erected a handsome building for a school-house, furnished it with the most modern improvements, and it will compare with any school building in this portion of the State.

The school-house fund is still in the hands of the county treasurer—the board of supervisors not conceiving any plan to distribute equally. The county board of education recommends that it remain in the hands of the treasurer until the Legislature should meet, and have a special act passed to place it in the common county school fund to be distributed in the payment of teachers. The fund is so small that if distributed equally to each school district the share would be so small it would do no good.

SIXTEENTH SECTIONS.—Long years ago the 16th sections in this county were leased for the space of ninety-nine years. I think it was in 1843 or 1844, consequently the lease is nearly half gone, and one more generation will have to release them or the State make some distribution of them. The funds arising from the lease of the 16th sections was loaned out by the then board of police, and that with the 3 per cent. fund was lost during the war, and neither track nor trace of the notes and mortgages for the money has ever been seen or heard of, and I presume they will never see the resurrection morn.

SCHOOL DISTRICTS.—On assuming the duties of the office I found no definite record of the school districts, but from what records there were I made a map of the county and laid off the districts, as I found a record that would direct me. I made this map for my own convenience, as I well knew from the complexion of the board of supervisors that it would be useless to request of them an appropriation for this purpose, so that when I lay down my robes of office I shall not leave these maps as a memorial of my services. There have been no changes in the districts according to the law of 1888.

As to the question, "should children be allowed to attend school outside the district of their residence?" From my short experience I should say no. If this be allowed what is the use of having school districts? This has been a source of much trouble, and if they should be confined to their own district, the schools would be better attended, and better satisfaction to all parties given. Allow children to rove from one school district to another, according to the whims of parents and guardians, without any restrictions, you might as well put all the school-houses on wheels and move them about to suit the convenience of the patrons.

UNIFORM EXAMINATIONS.—The examinations as now conducted are of great advantage to teachers; it has given an impetus to the cause of education by improving the teacher, causing him to study and improve himself. The improvement of the teachers in this county has been remarkable, and the consequence has been that their services are solicited from other counties continually.

INSTITUTES.—Under the present law in this county they have not amounted to much. The territory is so extended and the neighborhoods so sparsely settled so that the county cannot be districted and have enough teachers for an institute.

In this county I made the whole county a district and held the institutes whenever a majority of the teachers present should decide. By this means I had several fine institutes, harmonious and instructive. I am heartily in favor of having one week's institute during a term.

How should teachers be required to attend the week's institute? Some teachers receive a larger amount for their salaries than others, and are better able to spend a week than a poorly paid teacher could one day. Others, whose salaries would hardly pay expenses, would be required to attend perhaps at a loss. An assistant teacher, who receives $23 per month, and pays $15 of that for board, etc., would not be able to attend one week's time at an institute. Let each teacher draw a per diem pay during the week, say enough to pay expenses; let the treasurer of the county be present on the last day of the institute, and pay those who attend. Absentees, without an excuse, forfeit their per diem, to be deducted from their pay warrant at the end of the month.

TRUSTEES.—The trustees in this county rarely perform the duties required of them by law, and do make out to sign the teachers' monthly report.

LICENSES.—I am of the opinion that there should be an assistant superintendent in each supervisor's district—competent, practical teachers. Meet at the court-house after the May and September examinations, and grade the papers. This should be all the duties required of them. They should receive per diem pay while on duty. Licenses should be graded. First grade applicants, who make 90 per cent., for three years, and to those who make 85 per cent., two years.

UNIFORMITY OF TEXT-BOOKS.—There is not much uniformity in text-books in this county, but I think it would be a wise move in the Legislature to pass a law adopting text-books for the common schools, if they could do so without being influenced by the great book trusts now in existence.

Some few districts in this county extend their terms by private schools.

In this county there are two colleges, or high schools, chartered. Lea Female College, C. H. Otken, Principal; Kavanaugh Male and Female College, H. N. Featherston, Principal. Magnolia High School, Prof. R. P. Sloan, Principal; Iron Bridge Academy, at Walker's Bridge, Prof. W. Bethea, Principal; Tyler Town Normal Institute, H. W. Easley, Principal. Peabody Public School, Summit, the oldest institution in South Mississippi, is now in its twenty-second year. Miss C. A. Larkin, Principal, with five assistants.

PONTOTOC.

A. A. NEWELL, SUPERINTENDENT.

It has been almost impossible for me to get an enumeration of the children by our teachers. They will always have so many plausible excuses for not doing it, or for not having it exactly correct; and, in fact, I think the most that they do at best is rather guess work, any way.

Most of our school-houses are in a very poor condition, not at all suited for school purposes, and you might say, had no furniture; some of them have not even black-boards. In the past two years, however, we have had some dozen or more new ones put up, and a few of them are being made very comfortable.

Our school-house fund has been pro-rated out to the different schools of the county, and I fear it will not do much good, but most of the schools contended for an equal division, and the board yielded to them. We only have a levy of three mills, which, with small sums from other sources, is is not sufficient to run our schools well. We do not cash but about two months of our warrants.

I am heartily in favor of uniform examinations. I feel satisfied that, although a hardship to some, it is by for the best for the people, as we are thus enabled to get rid of more of the lower grades of teachers.

The teachers of our county as a class are at least 40 per cent. better than they were two years ago. Our institutes have not been as well attended the past year as they should have been. I think that it would be very much better to have at least a week for that purpose, just before school opens.

Our trustees in most places are only so in name, and rarely ever go about the school unless sent for.

I should favor giving licenses for two and three years to those that make 85 or 90 per cent.

We have no uniformity of text-books here. Everyone is a law unto himself in this matter.

We have several very fine high schools in our county. They enrolled nearly a thousand pupils last year. Besides some of the district schools have several months private school.

QUITMAN.

F. M. HAMBLET, SUPERINTENDENT.

Number of colored children attended the free school for the scholastic year of 1889, 561. Number of white children attended the free school for the same year ending September 1889, 100. Number of both races, 661. The number of new school-houses built for the last two years, three.

I am sorry to state that the board of supervisors have not made any disposition of the school-house fund distributed in December, 1888. I have tried in every way to get them to use it for the purpose intended by the law, but up to this date they have refused to make any disposition whatever of the fund. I think the next Legislature should pass some law giving the county superintendent of education the power to direct where this fund should be applied, at least that is the only way this county will ever get the benefit of the fund. We have but one 16th section in the county claimed by the district for school purposes, and the board of supervisors have not leased it to any one; therefore, the educable children in that district are not deriving any benefit for the same.

I hardly know what to say about the condition of our school fund. I know the school warrants are not all paid off as they should have been, for the reason the levy of the board of supervisors for the school fund was three mills, which amounted to $2,085.95, paid in the county treasury as shown by the sheriff's receipt warrant book, and the check book shows that the county treasurer has received for the auditor, etc., the following amount:

Sheriff and tax collector	$2,085 95
Chickasaw school fund	257 99
Redemption of State lands	665 97
Redemption of State lands	188 10
Fines by justice peace, etc	167 00
Total	$3,365 01

I have issued pay certificates to white teachers to the amount of.....		$ 861 35
Colored teachers		890 20
Credited by error.....	$10 00	
Credited by forgery, refunded...	36 00	
Total.....	$46 00	$46 00
Total amount due by county.....		$1705 55

Now deduct the amount of pay certificate for the amount county treasurer has received will make the following showing:

County treasurer received.....	$3365 01
Warrants received on said fund.....	1705 55
	$1659 46

You will observe that this county has not received but one distribution of the Chickasaw school money. We are lacking one more, as shown by the clerk's book.

I have endeavored to get a report of the financial condition of the school fund from the county trustees, but have failed.

It is my opinion that a week's institute in October of each year would be more beneficial than the monthly institutes as now fixed by law, and make it the duty of every teacher to attend the institute or pay a certain fine to be imposed on them by the superintendent of education or the manager of said institute. I do not think it wise to create more school boards than we now have. The county superintendent of education can do the work required, and if a board of examiners was created by law the county superintendent of education in many instances would have all the work to do at last; see no necessity for such a board. I think a license, first-grade, should be grated for four years to applicant making 90 per cent., and for three years for those making 85 per cent.

My county has adopted the following text-books, etc.:

Grammar—Reed and Kellogg's; History—Swinton's; Geography—Swinton's; Readers—Swinton's; Speller—Swinton's; Arithmetic—Ray's.

The above text-books are mostly used in my county.

There are no high schools or private schools in my county.

I think children should be permitted to attend school out-

side of the district of their residence. The school board established nine colored schools and eleven white schools for the scholastic year of 1889; and the attendance of each school together was better than it has ever been in my county, and if I could only get the board of supervisors to levy a tax for building school-houses, our schools would be much better than they have ever been. Without good houses to teach in, we will never have as good schools as our county is justly entitled to.

RANKIN.

E. JACK, SUPERINTENDENT.

I think the general condition of the schools in the county good, and that satisfactory progress has been made in the last two years. I take pleasure in testifying to the general efficiency of the teachers. I think if the present school law is given a fair trial, and strictly enforced, the system will become as perfect in a few years as is attainable in sparsely settled countries. In regard to the enumeration of educable children, I think the county assessor should be required to make the enumeration every two years, and the teachers in their term reports. From investigation I think the teachers underestimate the number of children.

The school houses in this county are not as comfortable as could be desired. We have in the county one brick, one stone, and about twenty-five good frame school-houses, moderately well supplied with seats and desks, but a lamentable lack of black-boards.

No disposition has been made by the board of supervisors of the $1000 school-house fund received last January. At their next meeting I will recommend that an appropriation be made to buy black-boards, window-sash, etc., for the different schools. The funds arising from the sale of the sixteenth sections in the county have, as a rule, been squandered. We have one township that supplements its free school with two months township school, to both white and black children. Several other townships have a small income, but they are exceptions. The school warrants have heretofore been cashed, as soon as issued, but the present board of supervisors, actuated by notions of economy, I suppose, has in the last two assessments, lowered the school assessments so much that I fear the present levy will not raise money enough to run the schools for the constitutional period and pay teachers reasonable salaries. The levy for this year,

contrary to my advice, has been reduced to 1.6 mills on the assessment. I have a map of the county upon which most of the schools are marked. The boundaries are two and one-half miles in a circle from the school-house, with a proviso that any pupil not embraced in a school district may attend the nearest school.

I think children providentially hindered from attending the school in their district during the winter term should be allowed to attend the nearest school taught in the summer.

I am thoroughly convinced that yearly examinations have a tendency fo make the teachers review their text-books, and they are improved in scholarship thereby. The difficulty attending these examinations is that it is almost an impossibility for the superintendent to prevent some teachers from getting assistance, without being rude and impolite to them.

I am inclined to the opinion that the institutes have accomplished very little good to most of the teachers. They appear to attend them under compulsion, show very little interest while in session, and are anxious to be dismissed as soon as possible. I think it would be a happy change to substitute the monthly institutes with a six days institute, under a good normal teacher, and compel attendance with a small fine for absence, and a juror's pay for attendance.

As to granting licenses, I am not prepared to suggest any improvement in the present law. If the Superintendent needs any assistance let him employ such as suits him, but throw all the responsibility of issuing licenses on him. I think there should be four days, where the law now prescribes three for examination. There is no uniformity of text-books in the county. I think some good might be accomplished by a committee of the best teachers, recommending a series to hold good for five years, but let it be voluntarily adopted by the patrons of the schools.

The only schools in the county that lay claim to the title of high schools, are the Brandon Female College, Miss F. A. Johnson, president; Brandon Male Academy, Prof. T. E. Lamb, principal; Pelahatchie High School, under charge of Professors J. W. Campbell and F. A. Hatton; Steens Creek and Fannin High Schools, chairs not filled. These schools and a few others extend their terms.

SCOTT.

S. H. KIRKLAND, SUPERINTENDENT.

While the enumeration of the assessor for 1885 is not cor-

rect, it is approximately so, hence I consider a new enumeration unnecessary.

The school-houses are all of inferior grade, and poorly furnished. Four new houses have been built, two frame and two log. The school-house fund was equally divided among the five supervisors' districts, and the disposition of the same left to the discretion of each member, subject to the ratification of the board of supervisors.

Our revenue from 16th section is only a few dollars rent annually, and it goes into the county school fund.

The levy for school purposes is 5 mills and we pay the first and part of the second months' warrants in cash, and hope to pay all of the second another year.

No maps are prepared to show definitely the boundaries of school districts. The school board assigns each child to its nearest school, except where impassable barriers intervene; In my opinion children should not be allowed to attend school outside the district of their residence.

Uniform examinations by putting all on an equality, remove all cause of complaint of partiality, and the only difficulty is a want of proper conveniences and facilities for conducting the examinations. Nothing has contributed more to the improvement of teachers.

Institutes have proven a decided advantage to teachers. I am in favor of substituting for the monthly institutes a week's institute to be held in October, under an expert manager. Teachers should be required to attend the week's institute, and I would make their failure to do so, without sufficient reason good cause for the superintendent to refuse to contract with them.

Trustees are very remiss in the discharge of their duties.

As the questions for examination are prepared by the State Board, I can see no necessity for associating teachers with the county superintendent, to form an examining board. I am not in favor of granting licenses for more than one year, as it will lessen the stimulus to study on the part of those obtaining them.

There is such a want of uniformity of text-books, that I cannot give anything like a correct list.

There is one high school in the county, Harperville College, with C. A. Huddleston as president. I have no data at hand from which to give its condition and number of students.

Only a few of the public schools extend their terms by private schools.

SHARKEY.

J. KIRKMAN, SUPERINTENDENT.

The general interest in our public school system is perceptibly growing, and the Preston law is becoming decidedly more popular. The enrollment and attendance of pupils are rapidly increasing and there has been marked improvement in the qualifications and efficiency of teachers, despite the fact that the county superintendent has been compelled to neglect many of his duties, by reason of the necessary struggle for a living in other pursuits.

In my opinion, but few changes are required in the law, and, if it be intelligently administered by competent and zealous county superintendents, Mississippi can, in a few years, challenge comparison in school matters with any other Southern State. To secure such competent and zealous superintendents, however, the salary, in the smallest county, must not be less than $1,200 per annum. A No. 1 superintendent must be a man of vast and diversified learning and scholarship, of good business capacity and executive ability, constituted to endure much heat, cold and fatigue, and withal possessed of many virtues, such as amiability and patience, with firmness and decision, a high sense of duty and incorruptible honesty and integrity. Such a man will not accept an $800 office, unless he have an innate disinclination to other professions and trades.

As regards the enumeration of educable children, I despair of attaining to approximate accuracy through the reports of teachers, or the county assessor. This must be done by the superintendent in person. He should thoroughly familiarize himself with each and every one of his school districts, visiting every house, and inscribing in a book of proper form its location, the name and race of its pater or materfamilias, and the name, race, sex and age of each educable child residing therein. Copies of the list should then be posted in several conspicuous places within the district for the inspection of resident citizens, who should be invited to scrutinize and correct it. Its accuracy could then be attested by many responsible persons. When the lists have thus been exactly taken, they could readily be kept correct by having a reliable man in each section or half section to promptly report every case of death, emigration, immigration or attainment of school-age. Those surviving school-age, not otherwise accounted for, could be eliminated by the superintendent. The superintendent, at the same time, should carefully note the topographical features of the districts, and, if he be a tolerable draughtsman, he could, with

the data thus acquired, make excellent maps of all sections of the county, which would also be of great service and convenience to the board of supervisors who should be authorized to allow reasonable compensation for the laborious and valuable work performed. If this method were adopted and fairly carried out in all the counties, the manifest injustice of the now prevailing pro rata distribution of State school funds would be rectified. In December last the State distributed among the seventy-four counties a building and repairing fund of $79,000. Of this Sharkey received but $351.98, about the 225th part. This distribution was based on assessors' reports. That of Sharkey is, I think, not less than 25 per cent. less than the correct number, and doubtless those of many counties are as much too great.

I will now consider the matter of school sections. Our National, State and county governments are as prodigal with land as the drunken spendthrift with money, who inherits a million and deems it inexhaustible. The reckless alienation of lands from the Nation, States and counties is astounding to ordinary wisdom. It is difficult to conceive how that monstrous section, 732, R. C. 1880, found place on the statute book, and has been permitted to remain there, like the protective tariff, constantly and everywhere robbing the people for the enrichment of the individual. Under warrant of this section, boards of supervisors are, from time to time, donating, as it were, to individuals valuable sections of land belonging to the people, upon the virtual condition that, after enriching the happy individual and his offspring it shall be turned over, worn-out and worthless, to the remote posterity of the people. The finest school section of my county yields to the people a yearly revenue of but $150, to be diminished as money cheapens, and will continue to do so for 99 years, while somebody is already gathering thousands from its generous soil! Ever since I entered upon this office I have recommended and urged that section 732 be repealed, and that the control of school lands be taken from the board of supervisors and placed in the hands of the county superintendent, with instructions to employ a lawyer, if necessary, and take advantage of every technicality of law to recover for the people. The term of lease should be limited to ten years, and the superintendent's contract with lessees should require the endorsement of the supervisors. I think this so important that I respectfully suggest that you advise the boards of the counties to refrain from granting leases for a longer period than ten years, until the matter can be brought to the consideration of the Legislature.

If the above made suggestions were all adopted, the county superintendent would be, in a measure, a census-taker and a

public-land agent. Why not then combine the offices of superintendent, assessor and land agent, in small counties, in one person, with sufficient pay for the employment of an intelligent deputy at such times as may be necessary? In the larger counties no one man can discharge the duties of the superintendency alone approximately as they should be. Indeed in developing your excellent system, no one man can properly superintend more than fifty schools. Let us but consider what the superintendent has to do, beginning with the examination in September. The first three Saturdays, (it should be four) he holds the public examinations, and on these days he is closely confined and engaged, from 8 A. M., till a late hour without recess, at night. (I speak from my own experience.) He must then devote eight or ten hours a day for the following six, including Sunday, to examining papers contantly interrupted and annoyed by the impatience and importunities of applicants, and by daily calls to settle the troubles and contentions arising out of elections for trustees. An angel of justice deciding in these matters and withholding license from unworthy applicants would be lucky if he escaped both insult and assault. Moreover the superintendent is required to make his annual report by October 1st; but this is almost impossible, as it is a work of many days. September, especially if it be, as usual, hot and unhealthy, is a month of torture to the superintendent, to be followed by October with its voluminous correspondence, with teachers and their assignment to schools, its appointments, its demanding trustees, its protesting delegations from patrons, etc. With November the schools open; and now the superintendent enters upon his regular labors for the year. His office work, with its maps, educable lists, monthly reports of teachers, pay certificates, official record, preparation for Saturday's Institute, etc., consume two or three days of the week, leaving but two or three for hard riding in making visitations at schools. Furthermore the superintendent must preside at the meetings of the county school board and attend those of the board of supervisors, thus losing twelve or more days of the year without compensation, while both the sheriff and clerk are paid for their attendance.

Our schools cannot be elevated to the plane of respectability and efficiency except through institutes and visitations by able superintendents. If counties cannot afford to employ this kind of men, I agree with some members of our State Alliance that the superintendent should be abolished. It is true we would then have but the mere form of a school system, that the money expended would be virtually thrown away, that it would be tantamount to the abolishment of

public schools, but "a decent respect to the opinions of mankind" requires that we maintain them, at least in name.

The constitution places it in the power of the Legislature to make the office of county superintendent elective in any or all of the several counties. I think this a most unwise provision. An elective judiciary is bad enough; but no one is likely to aspire to a judgeship, unless he has at least read some law, been admitted to the bar and practiced more or less in our courts, while men with few or none of the essential qualifications would doubtless imagine themselves capable of conducting the superintendency of schools. Moreover a good man would be handicapped with his honor, in a race before the people with an unscrupulous opponent, who would promise everybody a teacher's license and a school with a fat salary. Every lawful barrier should be erected against this evil. The Legislature should, at all events, enact that no proposition of a member to make the office elective in his county should be considered, unless the question had been an avowed issue in the canvass through which he obtained membership. As you say, "the county superintendent is the right arm and both eyes of the school system;" but the inadequate salaries, and the serious proposition to abolish his office, recently made at an Alliance meeting, show that the people, as yet, have little conception of its real importance, or of the ability and virtue required in its proper management.

In respect to school age, nearly all experienced teachers and superintendents agree that it should be between 7 and 18, instead of "between the ages of 5 and 21," as it now stands in the constitution. It is true that a child of five will sometimes evince more or less percipience and a desire to learn, but it is an exception. The average 5-year-old consumes an undue portion of the teacher's time, and can hardly be brought to consider the distinguished features between a and b—especially if a fly promenade the book. And all this annoyance and consumption of time is to no good purpose, for if one of two children of equal capacity begin school at 5 and the other at 7, they will be together at 9. In nine cases out of ten the child of 7 comes to school knowing the alphabet at least; especially if he have older brothers or sisters. A boy or girl of 18, if vicious, is beyond the control of the average county school teacher, and should have no rights in a public school. Young persons of this age, if imbued with a real and honest desire to learn, would always be received, on sufferance, by the teacher, and gladly received, since their nice manners, respectful and considerate demeanor and habits of industry would furnish an example greatly redounding to the good of the school.

There should be four public examinations held in September—two for each race—and the superintendents should be authorized to select two suitable persons to aid him in conducting the examinations and grading the answers to questions.

As good men are almost irresistibly influenced by gallantry and sympathy, the name of the applicant should not appear on the papers, but the superintendent, as he receives the answers to questions on each subject, should mark them with a certain distinctive mark, secretly assigned to each applicant. This would assuredly create a dearth of qualified teachers in the State, and necessitate the importation of them for a year or two, but would as certainly stimulate our would-be teachers to strenuous effort, and eventually give us an excellent native corps. Teachers, who are prepared to stand the third-grade examination passably well, will attempt the second, and those who can do tolerably in second will try first, and the superintendent, in view of expediency and necessity, strains his conscience in their favor. I doubt if 25 per cent. of the teachers in the State are really entitled to the licenses they respectively hold.

Each educable child entering at school should be required to pay an incidental fee of from 25 cents to $2 fixed, with respect to size and condition of school, and disbursed by the board of trustees. Parents or guardians who affirm on honor, in writing, that they are not able to pay such fee should be exempted therefrom.

The election for trustees should be held at the schoolhouse, at the now-prescribed time, and but one of them should be a patron.

Trustees should hold commissions for one year, unless removed by the county superintendent for neglect of duty, or improper interference.

The sheriff, in turning over school money to the treasurer, should be required to report the source from which each portion thereof is derived, and the treasurer to immediately report the same to the county superintendent. The treasurer should also be required to report immediately to the county superintendent any money paid out of the school fund on any warrant other than the superintendent's pay certificate to teachers.

The clerk, instead of issuing his warrant on the county superintendent's pay certificate, should be required to stamp the certificate, record its number, date and amount, and return it to the person presenting it. The treasurer should be required to pay it, when so stamped, recording the name and school of teacher, the number, date and amount of the certificate, and the month or fraction thereof for which it was issued.

I earnestly recommend State uniformity in text-books. The State Board should prescribe a good series, and require their exclusive use in the schools. The board should make large and advantageous contracts with publishers, and furnish pupils through county superintendent, with books at cost and carriage. The books generally used in my schools are McGuffey's Readers, Swinton's Spellers and Geographies; Robinson's Arithmetic; Barnes's U. S. History; Steele's Physiology, and quite a variety of Grammars. In the last branch I recommend Reed and Kellogg.

SIMPSON.

T. R. GOWAN, SUPERINTENDENT.

There ought to be provisions made for a speedy examination of all the educable children in each county on the 1st day of October, 1890. It could not well be done sooner. This enumeration ought to be made by the county superintendent in person, and by competent deputies appointed by him, and acting under his supervision. In this way a more correct and faithful enumeration would be made, because the superintendent is better acquainted with school matters, and more directly interested in free school interests than any mere temporary census taker could be made.

There have been twenty-one new school houses built in the county during the two years past, fifteen frame buildings and six log houses. These houses, as a general thing, are more comfortable and better adapted for school work than the old buildings formerly occupied. There seems to be a greater spirit of pride than formerly in preparing and equipping good houses. Five hundred and ninety dollars and thirty-seven cents of school-house fund was received in December, and $270 of this sum has been disbursed in building and repairing, so far, and much good has been accomplished. The fund has been distributed *pro rata*, and to such school sites as have a valid title to the lot of land on which the house is built. Patrons and trustees have invariably shown a willingness to supplement this fund with private contributions.

The remaining 16th sections in this county are of nominal value, and yield no available fund for school purpose. All the more valuable 16ths were sold before the war and the proceeds lost by being loaned out.

The condition of the school fund is not satisfactory, though

it is not largely behind. The schools being required to be kept open four months—and the board of supervisors refusing to make a sufficient levy for the deficit of 1887 and 1888, is the cause, but I cut down considerably on salaries in 1888 and 1889, and secured an extra levy for the deficit of 1887-8. The deficit for 1888-9 will be small, so that a corresponding reduction in salaries for 1889-90 will put the fund on a cash basis. This result I can reach without detriment to the schools or too great tax on teachers.

School districts are not mapped nor the boundary lines established, but I have a plan matured and to be put into immediate operation with the opening of the schools for the winter term, by which I will be able to accomplish this desired end without much difficulty. The average size of districts cannot well be arrived at until the boundaries are established. The 9-square-mile amendment brought about but few changes in the county. Children might be permitted to attend school outside of their districts by special permission of the county superintendent, and the trustees of the school proposed to be attended—in cases where they have not been able to get the benefit of free school privileges for the full term in their own districts.

The advantages of uniform examinations are many, and the difficulties few. All teachers are put upon an equality for the same grade, and county superintendents are not annoyed the year round with applicants for examination. Teachers improve because they know they have got to meet certain conditions and requirements in order to obtain a license to teach.

There has been much accomplished by the present system of institutes; but much more might be accomplished by holding an institute for an entire week just before the commencement of each scholastic term. Teachers ought to be required to attend the week's institutes and receive pay for the time according to grade, provided they acquaint themselves fully with the institute lessons.

Trustees do not fully discharge all their duties. They need to be advised by circulars sent out annually acquainting them fully with all their duties under the law.

I believe it would be better to associate two teachers with the county superintendent as an examining board. No license should be granted in any case for a longer period than one year.

The text-books used in this county are sufficiently uniform for all practical purposes. The text-books almost entirely used are: Webster's Spellers; Swinton's Word Book; McGuffey's Readers; Davies' Arithmetic; Monteith's Geographies; Swinton's United States History; Steele's Philosphy

and Physiology; Webster's Dictionaries; Butler's Grammar; Quackenbos' Composition.

There are no high schools in this county.

About eleven districts in the county supplement the free term with private schools, but the private terms are in most cases short, and meagerly attended.

SMITH.

J. T. WATKINS, SUPERINTENDENT.

ENUMERATION.—It seems to me that the superintendents could get up a more correct enumeration than the assessors, and do it with less trouble and expense. I therefore suggest that they be required by law to take the list of educable children, instead of the assessor.

We have about ten framed school-houses, the others are log houses. The framed buildings are furnished with "home-made" desks and a sort of black-board. Some of the log houses have benches with backs, the others have benches without backs. Nearly all of them have some kind of black-boards. Six school-houses have been built during the last two years, four framed and two log. The board of supervisors passed an order requiring the trustees of public schools to furnish them titles to the lands on which the school-houses were situated, and they furnished deeds to only thirty-one and one-half houses. Each school received $21.55. This distribution was made on the first Monday in last September.

The amount of 16th section notes held by the county is $2,086.76. These lands are sold by taking notes bearing 10 per cent. interest, made payable to the president of the board of supervisors and his successors, or to the county treasurer and his successors. When the principal is paid on a land note the money is loaned at 10 per cent. interest. The interest on money and land notes, when collected, is paid over to the township trustees, and they pay it out pro rata on the schools of the township.

The condition of school funds stands about this way: The total valuation of property, both real and personal, of this county, for the year 1889 amounts to $759,190; the State tax on this at 4 mills was $3,036.76. On the first Monday in September last, the board of supervisors levied 45 per cent. on this State tax, for outstanding school warrants, which amounted to $1,366.05, which I think will pay them all off. They also levied 80 per cent. on this State tax for warrants

issued in 1888 and 1889, which amounts to $2,429.41. I suppose there will be about 1,600 polls collected. The whole amount of receipts, including State distribution, polls, county levy, rent of 16th sections and fines amount to $8,054.05. The whole amount of expenditures, including the amount of teachers' pay-certificates, $7,380.41; superintendent's salary, $250; sheriff and treasurer's commission and stationery, $479.20, amounts to $8,109.61, making an excess of expenses above the receipts of $55.56.

Now, $7,324.60 is the amount, exclusive of officer's commissions, collected, and to be collected between now and the 1st of January, 1890, to be paid on teachers' warrants, outstanding and others. $1,264.05 is the amount to be paid on teachers' outstanding warrants. Then $6,080.55 is the amount to be paid on teachers' warrants issued in the scholastic year 1888 and 1889. Then $7,380.41, the amount of teachers' pay-certificates issued in the scholastic year 1888 and 1889, less $6,080.55, leaves $1,299.76, what the school fund will be behind after the taxes are collected for the fiscal year 1889. The first months of summer term are cashed. First months of winter term are not cashed, since the State distribution is not drawn until about the first of March. I would recommend that the Legislature levy a $2 poll tax. This would help us in this county to bring our schools on a cash basis, and the schools would be paid for by those who are the most benefitted.

Hon. J. S. Eaton, the member of beat number two (2), defined the boundaries of school districts of his beat, and maps have been prepared showing the boundaries thereof. The other members refuse to do anything toward boundaries. I have tried to impress upon their minds the necessity of defining the boundaries, but they did not heed me. They say their compensation is not sufficient to enable them to do the work. My decided opinion is that economy would be best subserved, if each member of the county school board could be paid about two dollars per day for actual service to enable him to discharge the duties of the office. Then he could ride over his beat and properly and permanently locate his schools—defining boundaries of districts, etc. I would make maps of the districts if the boundaries were defined, but cannot unless they had boundaries.

The average size of our white school districts is about eleven (11) square miles. Average size of colored districts, about 72 square miles. At the first sitting of the board after the nine-square mile amendment, the board abolished a few schools. We don't need this amendment in this county. I think it would not be best for the children of this county to be confined to their home district. Sometimes it might be

necessary for children to attend school outside of their districts; in such cases, the county superintendent might, in his discretion, allow them to do so; but such children should not be enrolled in any other public school, during that scholastic year. There ought never to be any such thing as pupils "making up their time" in public schools, because all children do not and cannot have this opportunity. No pupil should be enrolled, or paid for, in more than *one* public school during the same scholastic year. This would give every child an equal showing, and would cause less confusion in the public schools than we have had heretofore.

In my judgment, the advantages of uniform examinations consist mainly in stimulating teachers to review the subjects required to be taught. Instead of suffering their knowledge to grow dim and misty, they are compelled to keep it fresh and ready for use. They know the test is sure and they must prepare to meet it. My opinion is, that their difficulties consist in a lack of time to hold them systematically. We need, at least, one more day in which to examine. If we could use two Saturdays for one examination, better satisfaction would be given and better results obtained. By this means we could have teachers to stand on their merits, and find out what they know.

Teachers who have remained in the profession, since the passage of the new school law, have improved wonderfully in their qualifications.

Teachers' institutes have not accomplished much in this county. I am decidedly in favor of substituting for the monthly institutes, a week's institute to be held in October or April, under an expert manager. My humble opinion is that teachers should be required to attend the week's institute. By some means a plan should be instituted by which teachers could be induced to attend the week's institute. My plan is this: No person should be allowed to teach in a public school during the first school term after this week's Institute was held, who did not attend this week's institute some where in this State, except sickness, or some other unavoidable circumstance prevent his or her attendance.

Trustees in this county don't perform their duties very well. So it is difficult for me to tell how they perform their duties unless they performed more of them than they do.

I would not favor the association of two practiced teachers with the county superintendent to form an examining board. My notion is that one person who is prepared, can examine a teacher as well as three persons can. When first-grade applicants stand on their merits, I think it would not be injurious to the cause of education, to grant licenses for three years to those who make a general average of 90 per cent.

and licenses for two years to those making an average of 85 per cent.

Uniformity of text-books is not very prevalent in my county. On the 27th of last March, the teachers of my county adopted a series of text-books, and I think they are in more general use than any others. The following is a list of the books they adopted: Swinton's Readers; Swinton's Geographies; Swinton's Histories; Robinson's Arithmetics; Reed & Kellogg's Grammars; Barnes' Short Studies in English; Steele's Natural Philosophy and Physiologies.

We have only one school that bears the name of a high school, and that is the Sylvarena School. Prof. W. S. Huddleston is the president. The enrollment of pupils last year was about 120, average attendance from 50 to 75. About seven schools extend their terms by private schools.

SUNFLOWER.

E. C. ORRICK, SUPERINTENDENT.

The schools of this county are not so numerous as the size, and possibly, the population of the county might justify one in thinking they should be, but in that regard I would state, that though our county is large and its population has increased considerably of late, still it is very sparsely settled, and a great many of its children are deprived of the advantages of school privileges on account of the distance from their different places of abode to any central point at which it would be possible to locate such a school as would at all justify the employment of a teacher.

Another point I have to call attention to in my report, and which I regret very much, is the fact, that many of our white citizens fail to avail themselves of the advantages offered and sometimes it has been almost necessary to close the schools for want of attendance. I have reason to believe that this objection cannot be raised again.

The attendance of the colored schools of the county is much better than that of the white schools, caused by the preponderance of colored children. I cannot say that it is better than that of the white children in proportion to their numbers.

There seems to be a better feeling with regard to schools for the coming year than I have observed since my term of office began, as many persons who have remained inactive are interesting themselves in regard to school matters. My great trouble has been apathy. Frequently in a large school

district the whole management of the school would be thrown on one person, the rest of the neighborhood taking barely enough interest to send their children to school.

One of our greatest troubles in securing attendance, is the fact that the sessions are so arranged as to take in both in the spring and the fall, the busy season of the year, and the great majority of our people being farmers, a small attendance is the necessary result. I have attempted to remedy the evil as far as I dared to go in the face of the statutory enactment and with very good and satisfactory results to the people, and if I might be allowed to suggest, I would say that if you would give the superintendent absolute discretion as to the time of opening the schools, the result would be very much to the interest of our people, and, as at last, the people are the ones whom the law is designed to benefit, I think that it would be a power well disposed of. Different sections of our country require that their schools should open at different times as you can well see.

It is very difficult to comply strictly with the law in regard to institutes, for the teachers are so scattered that to get together anything like a respectable number would require the teachers to come from distances that I should certainly say were good and valid reasons for non-attendance, as in this county, especially in the fall and winter and spring, any distance over five miles would be such an obstacle that a lady could not be expected to surmount, and as so many of our teachers are ladies, it practically breaks up the institutes.

This year I have endorsed teachers' certificates issued by other superintendents, when I believed that the superintendent was a good and careful one. I have done this because so many of our teachers are imported and it is impossible to do otherwise without great inconvenience to me and to everybody connected with the procuring of a teacher. It would be a great hardship to force a teacher to come here in September and wait till November before the schools could be opened.

The board of education established a good many more schools this year than were in operation last year and I trust the result will be beneficial.

We have quite a surplus now to the credit of the school fund, and I think that if we could legally build some good school houses it would do the county at large more good than anything that could be done, and I think that a suggestion to that effect to the Legislature would be well received.

Everybody seems to be well pleased with the school law as it now stands, with possibly some objection on the points that I have suggested, but not otherwise.

TALAHATCHIE.

J. L. CLARKE, SUPERINTENDENT.

In submitting my annual report for 1888 and 1889, it is done with some feelings of discouragement, yet with some things to encourage. The enumeration of children by teachers I think nearly correct. Two new high school buildings have been erected the past year, and schools are being conducted very successfully in them. Several other school houses have been erected, and I believe I see evidences of an awakening in this respect. The tardy, seeing the benefits of good houses, are tryingto do likewise. The school-house fund is being applied where a disposition is shown to do something. Our 16th section fund is distributed as the public fund, disbursed by township trustees. Our levy is 3 mills for school purposes, and will be ample, we think, as new assessment shows considerable increase in value of property. I do not think children should attend a school out of their district, especially where term is divided into two parts; as by that means some get benefit of more time than is due them. There has been a marked improvement by the uniform system of examinations. The time, we think, should be extended for license granted to teachers to be valid, as it seems a hardship for teachers to undergo examinations annually. We are satisfied that a week's institute at beginning of term would be of much greater benefit to our teachers than the present system. Teachers, after the work of the week, need rest on Saturday in order to be refreshed for the coming week. If held for one week superintendents could better judge of their ability to conduct a school, and we believe their salaries as teachers should depend on their attendance and disposition to encourage same.

We use Robinson's Mathematics, Smith's Pysiology, Wells' Philosophy, Swinton's Readers, Reed & Kellogg's Grammar, Swinton's Geograpy, etc.

Trustees, with few exceptions, do nothing. They leave the education of their children, and those of their neighbors, to the manipulation of any who may see fit to lend a helping hand, indifferent to the great responsibility devolving upon them as the leaders in educational enterprise in their communities.

In conclusion, I would say our schools are not what they should be by far, and we fear never will be until our people are aroused from their lethargy, and by some means led to see themselves in the light of responsibility of parent to child.

TATE.

J. F. DEAN, SUPERINTENDENT.

I have endeavored to obtain an accurate enumeration of the educable children of the county, but find it almost impossible, as I cannot rely with confidence on the reports of the teachers; and there has been no enumeration of educable children by the assessor in this county since 1885 and that was very incomplete. There are more children in the county than reported.

As I reported two years ago, the greatest obstacle to educational progress in this county is the wretched houses in which the children are compelled to attend school. However there is gradual inprovement. Only four new houses have been built during the past two years. One log and three frame. Very few school-houses are properly seated or furnished. Our board of supervisors has not as yet appropriated any of the "school-house fund."

We have no 16th sections.

Our common school fund is adequate to meet the demands with a levy of four mills, and all school and county warrants are paid in cash.

On the first Monday in August, 1886, when the county was first districted, each district had its boundaries defined and included twelve sections, but at each meeting of the county school board since then, changes have been made that were considered necessary, and I have not yet had an opportunity to draw new maps or to show district lines.

Under the present system of examinations I find a steady advancement in the grade of teachers. They find from experience that in teaching knowledge is money, and they are continually striving to raise their grade. The present system is good as it is, but would be better if two days were given to each examination—say Friday and Saturday instead of Saturday only, as now. With the entire examination to complete in one day no teacher can do himself justice.

During the last session the institutes in my county have been failures. On the day for the institute to convene, without exception, it was impossible for the teachers to attend, either on account of rain, high-water or some other cause. I hold the same opinion now that I did when I reported two years ago. By referring to my report you will find the following language: "I would suggest that in addition to the Saturday institutes, arrangements be made for an institute for each race, to be held under the direction of the county superintendent or of some teacher appointed by him, and that each of these institutes continue at least two weeks and

be held just before the September examinations. "I would change the above only as to the time of holding the institutes. The time of the institute should be the first of the school term and teachers should be paid the same salary for attending institutes as teaching school, and should be fined half a day's salary for each day they do not attend without a valid written excuse.

Trustees do not seem to realize that they have any duties to perform. They are figure-heads.

While it would be a sweet relief to the county superintendent to have two practical teachers to assist him in grading papers, I do not see the necessity for it under the present system of examinations.

It would be well to exempt teachers making 90 per cent. on first-grade, from examination oftener than once in three years. Two years for 85 per cent., I would not favor.

Our text-books are not uniform, but we are endeavoring to make them so with good success.

The books in most general use are: Spellers—Swinton's and Webster's; Readers—Swinton's; Geography—Swinton's; Arithmetic—Robinson's; Grammar—Reed and Kellogg's; Composition—Hart's; Histories—Swinton's, Barnes's and Hansell's; Physiologies—Smith's; Natural Philosophy's—Well's.

Our high schools are: Blackburn College, for girls, J. B. T. Moss, president; Senatobia, Male Academy, T. H. Porter, president; Coldwater Academy, J. S. Hudson, president; Arkabutla Academy, no principal elected.

Several districts extend their terms by private schools, and as I like "to help those who help themselves" I always pay such districts from five to ten dollars per month more during the free term than to those which do not extend their terms.

TIPPAH.

CHAS. W. THURMOND, SUPERINTENDENT.

The enumeration of the educable children has not been at all satisfactory to me. I tried to impress upon the teachers the importance of attending to this part of their work with care, and urged upon them to make a close canvass of their school districts and to get all the educable children of the county. Some of them did, so the majority did not give the matter the attention it should have had. The consequence is that the number of educable children, as enumerated by

the teachers has fallen short of the enumeration of 1885, something like 500, when in my judgment it should be that many more.

The condition of school-houses is not what it should be, though I am pleased to state that their condition has improved very much the last year, as has also the furniture, in some instances. Only three new school-houses have been built within the last two years, all frame, one 40x60, the other two, 20x22; very good comfortable buildings. The board of supervisors divided equally the fund distributed, December, 1888, among the schools of the county, first requiring a deed to the land to be made to proper persons, showing that the land was to be used for school purposes. I urged the board to make the distribution upon the plan recommended by you, that is to give a certain per cent. of the sum raised by a district for school purposes. They would not consent, though I urged it before the board earnestly.

We have no 16th sections. The money arising from the sale of the same is loaned out, by the county treasurer and the interest collected.

The school fund is not in as good shape as I would like, though it is in far better shape than two years ago; then warrants sold for 85 and 90 cents, now those that are sold readily bring 97 and 98 cents.

Maps have not been prepared; the boundaries are made known by the divisons of the sections; half and quarter sections, about 12 square miles. In only one or two instances have the size of the distriets been changed, by the change of the size of the districts from 12 to 9 square miles. I am of the opinion that the attendance would be better, and that patrons would be more careful with their children, and more *particular* in the selection of proper teachers, and that in every partieular would the benefit to children be better if the children were required to attend school in their own districts. Frequently patrons fall out with a teacher for nothing or for trying to do his duty, and will send to another school and try to break up the school in his district, whereas if required to send in his own school district trifles would not have so much weight and he would try to build up rather than break down.

One of the best features of the 1886 law is the "uniform examinations." The improvement in teachers has been great in Tippah county. More good solid work has been done, because of this law, since 1886, by the teachers than in many years before. The advantages are great; the teachers know that the examinations will be held and that they must be prepared or they will fail.

The institutes while accomplishing good have not done as

much as I would like to have seen. Some of the teachers, have taken to them and admit that they have been improved; others claim that they see no good in them. I am not in favor of substituting a week's institute to be held in October or April, because there would be no way of compelling the teachers to attend, but it it can be arranged so as to have this in *addition* to the institutes we now have, I think it would be well. I can suggest no way to get the teachers to attend the week's institute, unless the superintendent be required to withold license of applicants till after the expiration of the week, and be required to refuse it to those applicants who failed to attend, without a sufficient excuse in writing.

Trustees, in a great majority of cases, do not do their duty. They seem to think that all they are required and expected to do is to sign the report of the teacher when presented. I am preparing a circular letter to the trustees of the schools, embodying the law as to their duties, and urging a compliance with it, which I hope will have some good effect.

I can't say that I favor the association of two teachers with the superintendent to form an examining board. I think that it would be a good plan to give first-grade applicants a license for three years after making 90 per cent, two years for 85 per cent.

I decidedly favor a uniformity of text-books by counties. It prevails to a very limited extent in Tippah. The books in most general use are: Webster's Speller, McGuffy's Reader, Monteith's Geography, Barnes' and Robinson's Arithmetics with some of Davies, Robinson's Mental Arithmetic, Reed & Kellogg's and Butler's and a few Harvey's Grammars, Swinton's History, Steele's Physiology and Natural Philosophy.

Blue Mountain Female College for young ladies, Rev. W. T. Lowrey, president; is in a flourishing condition, number of students sometimes near 175 or 200.

Ripley school, T. W. Hatcher, principal, 10 months term, extends free term to ten months as do five others of the county. Included those in my annual under the head of private schools.

We received from the State Dec., 1888, $885.00, of which $400.00 has been paid out under distribution of board of supervisors. See No. 2.

TUNICA.

Z. T. WHITE, SUPERINTENDENT.

Our school-houses have been repaired and though plain, are comfortable. The State distribution of school-house

fund was used for this purpose. I think it absolutely necessary that schools be furnished with maps, globes and charts —the latter especially for classes in physiology. We have nothing of the kind, as heretofore our system has been of the primitive kind, but I am earnestly endeavoring to awaken an interest in educational matters and feel feel gratified at the result, so far.

We have no 16th sections.

The books show a balance of $1,118.15, and our warrants are paid in cash.

We have no maps to define our school districts. No changes as yet regarding the 9 square mile amendment. I think children should be permitted to attend schools outside their district, provided it does not necessitate employing additional assistants.

I heartily approve of uniform examinations, and can see marked improvement in proficiency of teachers during the past two years.

As yet the institutes have failed to accomplish much. The white schools are few and scattered, roads bad and accommodations limited. Teachers should certainly attend if possible, and if superintendents do their duty, teachers will not be remiss in theirs. I approve the one week's institute, but dislike the idea of compulsion with teachers; regarding an appeal to higher motives preferable, and if they are interested in their work, force will be unnecessary.

The majority of trustees are attentive and considerate.

The unanimous wish is that the *county superintendent* be examiner, but I much prefer the present plan. A teacher making 90 per cent. deserves an extended license, but under that, would consider a change inexpedient.

We labor under the disadvantage of a want of uniformity of text-books and hope it will be made compulsory in our county, for all teachers to adopt a uniform line.

There are no high schools, but we are looking forward to the establishment of one in the town of Tunica. A commodious school building has just been completed there, at a cost of $1,000; the county giving $400.

The present year, only one district has extended its term by private school.

WARREN.

H. T. MOORE, SUPERINTENDENT.

I have had little satisfaction from the enumeration of school children by teachers, as the work was slovenly done.

This year, the assessor has made a list which, though not received by the board of supervisors, was given to me for examination. This list shows that in *the county* there are 8,530 of school age against 7,470 in 1885, and in the city 6,503 against 4,171. I will see, this term, that the enumeration by teachers shall be more correctly done.

Our schools are generally taught in churches, and are deficient in desks and proper furniture for school purposes. There have been built four (4) school-houses at a cost of $1,300.75. The school-house fund was $2,108. The city received $699.25.

We are utilizing the interest of only one 16th section fund. This brings in about $500 to the township, which is used by the trustees thereof in paying teachers in schools continued after the regular term.

The fund of about $6,000 is in the treasurer's office, and loaned when required to our board of supervisors at 8 per cent. interest. Only one township is using the interest on its fund.

Our schools are conducted as long as the money lasts, but never less than four months since 1885.

The amount of school levy is 3 mills on the dollar on $1,901,000 in the county, and 4 mills, on $3,992,011 in the city.

Warrants are, generally, cashed on issue and presentation.

Note.—The levy upon which the fund was raised this year is on $3,763,000 in the city, and $1,901,000.60 in the county.

I have prepared maps of school districts which will be in use this term.

In my opinion children should go to any school in the county irrespective of district and without charge.

I am in favor of relieving the State Superintendent of preparing questions for the examinations of teachers, and of each superintendent deciding the fitness of a teacher for his position. There is a little improvement in the teachers of this county.

Institutes of course do good, but the neglect to attend them is of common occurrence with many teachers, most of them unable to attend them.

I would respectfully suggest that an institute of a week's duration be held in the holidays under capable managers every year, and that the salary of each teacher be allowed while attending it.

This change would be of advantage to each teacher.

I have about 186 colored teachers in this county, and the sum total of their intelligence ranks at zero.

I am of opinion that the county school board should select teachers for the several schools at any meeting subsequent to the examination in the fall.

In this connection, I would urge the payment to each member of the board the per diem and mileage given a member of the board of supervisors.

I would also suggest that this board meet three times a year, say in August, September and October.

I certainly favor appointing practical teachers to aid the superintendent in examining teachers for licenses, and the licenses so obtained be held during good behavior, though to be renewed every year at a cost of 50 cents to each teacher. This money could be used as an institute fee.

We have no uniform series of school books. Those in most general use are Independent Speller, Barnes's New National Readers, Harvey's Grammar, Monteith's Geography, Peck's Arithmetic, Fourteen Weeks in Natural Philosophy and Physiology.

We have two schools in the city, outside of the public schools, that give diplomas, but none in the county.

Not more than one or two schools in the county are continued as private schools after the regular term.

WASHINGTON.

S. ARCHER, SUPERINTENDENT.

The school-houses are crude with very meager furniture except the two houses in Greenville. Ten new frame houses built in the last two years in the several supervisor's districts. The $2,000 from Federal Government distributed in December, 1888, was supplemented by $1,000 in the town of Greenville, and an addition of four brick rooms made to school No. 1.

There are ten available school sections partially cleared and rented, and the funds or annual rents therefrom are used to build school-houses.

School fund has $11,901.79 on hand. No levy. Warrants always paid in cash.

No maps made of school districts. It is productive of confusion to have children go out of districts in which they live, but it is unavoidable in many cases.

Uniform examinations are of great advantage—stimulating the teachers and fixing the standard. I know of no special difficulties except the incompetence of examiner and examinee.

Have held eighteen institutes for colored. The whites were so scattered as to render it impracticable with them.

The monthly institutes work better here than annual. The teachers manifest marked improvement under them.

Trustees generally lax.

I am in doubt about the practical working of examining board.

License for two years ought to be given to 75 per cent. first-grade; for three years to 90 per cent., first-grade.

Uniform text-books are, Monteith's Geography, Butler's Grammar, Peck's Arithmetic, Barnes's History, McGuffey's Speller, Watson's Reader.

No high schools.

No extension of public term of five months.

WAYNE.

TRUMAN GRAY, SUPERINTENDENT.

The enumeration of educable children in this county by white teachers gives 1,029 males, and 895 females; by colored teachers, 630 males, and 655 females.

This enumeration is incomplete for the county, there being communities without schools, and consequently no enumeration in these localities. Making a few exceptions, the school-houses are inferior log buildings, without furniture.

No new houses have been built within the past two years but several are being built and are nearing completion.

The school-house fund distributed December, 1888,(Wayne's share being $575.45) is used in supplementing private contributions for building school-houses, and in repairs.

Of the 16th sections there are 720 acres of land held, and 10 per cent. interest-bearing notes, reported by county treasurer to the amount of $3,000.

The interest on these notes is made payable to the county treasurer who delivers it to the trustees of the schools in the townships containing the 16th sections; these trustees use this money in paying teachers' salaries employed by them.

Our county school fund is in good condition; amount of levy for the year closing September 30, 1889, was 3 mills; the levy for 1889–'90 is 4 mills. Warrants are paid in cash at the close of the month.

No maps have been prepared showing definitely the boundaries of school districts; and no changes of consequence have followed the 9-square-mile amendment. As a rule it is better to restrict children to school in the district of their residence.

Little has been said for, and much against the annual

examination of teachers. The opposition is gradually weakening. The cries are neither so many nor so loud as they were two years ago against them. Teachers and people alike are beginning to admit the necessity of an efficient public school system; that it is not an asylum for the needy; that the tendency is to eliminate the incompetent, and supply the schools with better teachers. The competent teacher finds his time better spent in improving himself as a teacher, than in clamoring against a management that is raising the standard of scholarship in the public schools, and lifting them to a higher plane of usefulness than has heretofore been known in the history of Mississippi.

The question, Shall a week's institute be substituted for the monthly institute? is perhaps debatable.

Should the change be made, teachers should be required to attend.

In the absence of the teachers there would not be much of a teacher's institute. It is for their improvement, and they should be compelled to attend, or pay a forfeiture; and this should not be a nominal sum. To secure attendance, an effective remedy, perhaps, would be to pay no person failing to attend the institute a salary exceeding the minimum allowed by law for that grade of license held by the party who absents himself or herself from the institute.

Trustees are not fully alive to the discharge of their duties. A full discharge of their duties would be the exception rather than the rule.

I think it not amiss, and perhaps advisable, to have two practical teachers associated with the county superintendent to form an examining board; and first-grade licenses may be made to cover a longer or shorter period of time according to the per cent. made.

Unfortunately for the children of this county uniformity in the use of text-books is not general.

Text-books have been adopted, and some of the best teachers are succeeding in introducing them.

Swinton's Readers, History, Geographies; Robinson's Arithmetics; Reed & Kellogg's Grammars, are some of the books adopted, and are being introduced.

Districts rarely extend their terms by private schools.

I think no child should be eligible to the public schools under eight years of age.

WILKINSON.

F. W. BROWN, SUPERINTENDENT.

1. As to the enumeration of educable children, I would say

that the plan adopted requiring the teachers to enumerate the children, has not been thoroughly efficient in our county. But I have no doubt that improvement could be secured in this particular by a more thorough and definite limitation of school districts and closer attention given to it by the county superintendent. It might be well for the board of supervisors at stated times to pay out of the school fund some one to take the census of educable children.

2. The school-houses in use by the public schools are mostly very plain structures, rudely constructed by the people for other purposes. The colored schools are generally taught in their houses of worship, which afford for summer term comfortable shelter from sun and rain, but are entirely unfit, as are most of the houses in use by both races, for work in winter.

The *pro rata* of this county for the school-house fund drawn from distribution by State last December (1888), amounting to $1,288.12, has been distributed at the discretion of the board of supervisors to seventeen school districts, on the principle of "helping those who help themselves," and on condition that an approved title to the premises be made to the county for public-school purposes. The improvements contemplated are not yet consummated fully, but are in progress.

3. There is no income at all from 16th sections. From what information is to be had the whole available fund was transferred to the pockets of certain office-holders of a bitter past. The matter has been looked after in vain for a number of years, at least for revenue.

4. The warrants for fourth month only were thrown upon the market at a small discount.

We have a levy of 4 mills assessed by the county for school purposes, which, with proper economy, will soon make us able to pay cash for four months at least.

The school districts, on account of the variable face of the country, have not been definitely marked out. The patronage of the schools has been regulated by distance from the school site. Where school districts are distinctly set apart it should not be allowed, as a rule, that children should go out of the district to which they belong. Special cases might be left to the county school board, and the trustees of special schools.

The uniform examinations have worked well in affording a systematic help to superintendents and in keying up teachers to greater efforts for proficiency, and ought to be continued. After all, an acknowledged proficiency in the superintendent by the teachers, and an exceptional firmness, are invaluable for thorough work.

Teachers' institutes have not accomplished much with us, owing to great distances and scattered condition of our white schools, teachers preferring to pay the penalty rather than travel the distance. The colored teachers have been more diligent in this respect. I find in the institutes a great tendency to waste time in discussing problems in mathematics or principles of grammar, etc., rather than the philosophy and methods of teaching the simpler branches. I would sincerely prefer that a week's institute be held in October or April, and that every teacher should be required to attend at the risk of losing a county license, at the discretion of the county superintendent.

Trustees of public schools are not generally given to diligence in performing their part. This is owing larely to want of appreciation of educational advantages. They are frequently not elected by the patrons and when appointed by the superintendent are not the most fit. The board of education of the county should be empowered by law to take larger privileges in looking into the condition of school-houses and the attitude of neighborhoods with reference to establishing public schools.

If county superintendent desires to call in two practical teachers to aid in examinations, let him do so. I would suggest that licenses bearing 90 per cent. on face be renewed *ad libitum* at discretion of superintendent employing the teacher. With reference to certificates of 85 per cent. let it be left with superintendents. There should be no power derived from others to force a teacher upon any superintendent.

There is not a thorough uniformity in text-books. McGuffey's and Swinton's Readers; Webster's Spelling Book is yet used, but spellers with more advanced ideas, Wilson's, McGuffey's, Swinton's, etc., are coming into use. Robinson's Arithmetics are mostly in use. Monteith and McNally's, Geography, also Swinton's; Butler's and Smith's Grammars are giving place to Reed and Kellogg and Harvey. The Spencerian system of penmanship is mostly used.

There is not properly a high school in the county.

Only two schools extend their terms by private schools.

WEBSTER.

J. E. CLARK, SUPERINTENDENT.

The enumeration of the educable children is correct in the main.

The condition of most of the school-houses is bad, and they

almost destitute of furniture. We have fifteen or twenty good school-houses, and they are well furnished. We have had three or four good framed buildings put up in the last two years. The school-house fund was distributed pro rata among the schools of the county.

The school fund is in a bad condition. Our warrants are not paid in cash. When we collect taxes in the fall then most of our warrants are paid off in full.

We have no maps of our school districts. Average size of school districts 9 square miles. No changes made to amount to anything since the amendment of 1888 except to grant two or three more schools. I think children should be permitted to attend any district in the county.

Uniform examinations have greatly improved our teachers.

Institutes have done a great deal of good in bringing the teachers together and by discussing the methods of teaching, thereby infusing new life among the teachers. I think however that a week's institute before commencing the school the better plan, and I would highly recommend that plan.

The trustees perform their duties in a very unsatisfactory manner.

I think it would be a good plan to grant license for three years where the applicant makes 90 per cent., and for two years to those making 85 per cent. I think the superintendent is sufficient to do the work without any help from any one.

Text-books are not uniform. We have Swinton's and Harvey's and Butler's Grammars; Robinson's Arithmetics and Steele's Sciences.

High Schools are as follows:

Walthall, D. Harmon, principal; Bellefontaine, W. J. Taylor, principal; Cumberland, S. W. Smith, principal; Cadaretta, C. S. Fagg, principal. Only these four schools extend their term.

WINSTON.

A. H. FOSTER, SUPERINTENDENT.

An enumeration should be required of trustees and furnished to the county superintendent, and before teacher is employed.

School-houses and furniture are, as a rule, in bad condition, especially among blacks. Twenty-nine houses have been built or re-built. This 2 and 3 per cent. fund was applied to the common school fund.

County is in debt about $2,500; amount of levy is 3 mills; warrants are seldom paid cash.

Our school board refused to fix definite boundaries to school districts, and define a person's district by the school he or she patronized, which they said when once chosen should be fixed for the year. No child should go out of his district unless good reasons could be shown.

I think the present method of examination the best that could be adopted; provided that graduates from our State Colleges, the University, A. and M. College, the I. I. and C. College, and Alcorn University, were privileged from examinations.

To the average teacher they act as a great stimulant, but to the best, examinations are unquestionably a stumbling block, showing false estimate of their capacity, and consuming their time in preparing for examination. While teaching, I felt confident I had a half dozen pupils who could answer the questions, and make a better per cent. than I could.

Spare time of a good teacher will be spent in keeping up with the methods of education, and advances in the sciences generally.

INSTITUTES.—These have made me feel that our teachers were all thorough graduates—they so often report sick. With us that have no railroad, and but poorly kept wagon roads, they can accomplish but little good. Those that attend average about nineteen miles ride, and get in about 11 o'clock. The Institute held for a week would be of great advantage. I feel that our teachers would be glad to attend, but should they not, and for a guarantee, I suggest that the twentieth of the salary be forfeited by all who do not attend, said part to be issued after Institute has been held.

Trustees seldom, if ever, visit schools, and often sign reports without noticing whether blanks are filled.

I favor an examining board.

I have made several attempts to induce teachers to adopt a uniform series, bnt failed. Books in general use are: Swinton's Spellers; McGuffey's Readers; Eclectic and Swinton's Geographies, about equal. Robinson's Arithmetics; Steele's Sciences, with Cutler's Physiology; Reed and Kellog's Grammars; Barnes's History.

Louisville Normal School, D. A. McIntosh, principal; Louisville Academy, Mrs. N. F. Kennedy, principal; Webster High School, J. D. Doss, principal; Winston Normal, G. F. Boyd, principal; Revial Hill, L. L. Brewer and J. M. Shumaker, principals. All these are in a flourishing condition, having about from 75 to 100 each. Betheden College has been re-opened, with Prof. J. R. Howarth, as president.

Between one-third and one-half of the white schools extend their terms. I know of only two colored schools that have continued their schools after full term.

YALOBUSHA.

W. T. WYNN, SUPERINTENDENT.

We have 6,700 educable children.

The condition of the school houses and furniture in the country districts is not as good as I would desire, but the most of them are comfortable, and furnished with benches and desks of home manufacture. Some few are uncomfortable and no furniture in them, but I think I have the enthusiasm of the country people thoroughly aroused to the importance of education, and also, have their attention drawn to the fact that the first step to be taken is to erect comfortable houses and supply them with good seats and desks, and still further, to the fact that they must not depend upon the public fund for such improvements, but that they must obtain them by private contributions and individual zeal and energy. The improvement and advancement in this line has been very marked in the past two years, and the ball, when fully set to rolling, will not stop or go backwards, but will continue until it has passed through every district in the county. There have been built and now building five new school-houses, and when completed, will be furnished with improved seats and desks, and run ten months. This improvement is going on in the country districts.

The Coffeeville district is erecting a beautiful house, which, when completed, will cost five thousand dollars, and will be furnished with the latest and most improved seats and desks, and also, furnished with charts, globes and improved maps, and every other apparatus necessary for a first-class school.

The school-house fund of 1888 has not been fully distributed. The board has contributed to all the new buildings, and have notified the people that when they get a deed to land for school houses, and will then go ahead to build the houses, that assistance will be given to every one. We are trying in that way to stimulate the people to help themselves, and have good and permanent school houses.

Condition of school fund is not good. We are about four thousand dollars behind, but hope by concentrating schools to be able to make it all right in the next two years. Amount of levy is five and a half mills. Warrants are not paid in cash, nor can they ever be brought to a cash basis until we have a school fund. We have no school fund in this county at all, consequently the only revenue that we have is raised by direct taxation, except the amount we get from the State. All of our school fund was loaned out before the war, and was entirely lost. We do not levy a tax

to meet our school expenses until the September that closes the scholastic year, therefore making the fund one year behind, which necessitates teaching on a credit. The sixteenth section fund was lost, also, and we have no such fund. I think, however, that there are several sections that have never been disposed of, and I have called the attention of the board of supervisors to the fact, and have asked them to have the matter investigated, but they have not done so.

No maps have been made as yet showing the boundaries of the districts, but they are definitely described by section lines, etc. The changes following the nine square mile amendment have been of little importance, as far as I can see.

Uniform examinations, I think, do very well if there were any way by which applicants could be prohibited from cheating or getting assistance, but I have used my utmost endeavors, to that effect, and I believe they have been perfectly futile. On this account, I think it would be better and more satisfactory to the best teachers, if the county superintendents could hold individual examinations. There are many disadvantages, but the above, I think, one of the most potent. I think the system has improved the qualifications of some of the teachers. I know there has been an improvement in my county.

The Institutes have been of great benefit where the superintendents have done their duty; in this, I know I have not. I think the weekly Institutes would be an improvement, and I think that all teachers should be compelled to attend them unless excused by the superintendent, and failing to attend, they should be subject to a fine to be held out of their salaries.

Trustees perform their duties in a very careless manner; in fact, so indifferent are they that I think they are a great impediment to the onward progress of our schools.

I think two practical teachers should be associated with the county superintendent if the present system is retained, as they would be of great assistance in keeping teachers from receiving help. I think three years lincenses should be granted to applicants making 90 per cent. and two years for 85 per cent.

I am an advocate of uniformity of text-books, but have been utterly unable to have it obtained in by county. We use Robinson's Mathematics, Swinton's Series, and Butler and Reed and Kellogg Grammars. I have had Barnes' Readers and Terry's History introduced in the Coffeeville school.

Water Valley School, Prof. Elliott—pupils, 450.
Coffeeville school, Prof. Mabry—pupils, 125.
Walthall school, Prof. Christian—pupils, 90.

Sylvarena school—no one as yet.
Big Springs school—no one as yet.
J. Z. George's school—no one as yet.

There are but few districts that have extended their term by private schools, but I think in the future there will be a majority of the districts doing so; the people seem truly awakened on this point.

Enumeration of educable children by teachers is imperfect, because many portions of this county are not included in any district, and teachers are not able to report, however desirous, and often the teachers are careless as to the matter.

The general condition of school-houses is bad; that of furniture worse, but there is a decided move in improvement —several new, and good-school-houses having been built within the past year, and several more are now under contract—this county having supplemented the appropriation made by the State, in the sum of one thousand dollars.

No sixteen section fund received or on hand. In a a few townships this fund is collected, and disbursed by trustees according to law.

The school fund of this county is in good condition—a surplus of $4700 now on hand. All warrants have been paid in cash for the past eight years.

School districts are not clearly defined and no maps drawn for that purpose. Children should not be allowed to attend schools out of the districts in which they reside, because by so doing, some schools are broken up, and others overcrowded.

Uniform examinations have been of the greatest advantage in causing teachers to make proper effort to prepare themselves for their duties.

Institutes have have been of some service, but teachers have attended them only from necessity.

A week's Institute held in October, which teachers should be compelled to attend, would be advisable—the actual expenses of teachers being paid out of school fund.

Trustees are almost useless—not one in forty ever visiting the schools.

Superintendents should have the assistance of two teachers in examinations. Teachers making 90 per cent. should be licensed for five years, and those making 95 per cent. should be licensed for life—provided the certificate is for first grade.

Uniformity in text-books is of the utmost importance, and largely prevails in this county. The works generally used are: Robinson's Arithmetic; Butler and Reid and Kellogg's Grammars; Manry's Geographies; McGuffey's Readers; McGuffey's and DeWolf's Spellers; Steel's Philosophy and Physiology; Swinton's United States History.

High Schools are: Yazoo City, 1, J. H. Leky, president, 214 pupils; Yazoo City, 2, colored, Jas. Porter, president, 279 pupils. General condition of these schools good; the three names of presidents not given, having been but lately organized and exercises not begun: Benton, —— Thompson, president, 90 pupils; Deasonville, ——— president, 100 pupils; Phœnix, I. M. Bass, president, 70 pupils; Midway, Mrs. R. M. McCormack, president, 60 pupils; Mechanicsburg, ——— president, 60 pupils; Zeiglersville, ——— president, 55 pupils.

About twenty schools are extended by private subscription to a term of nine or ten months.

To conclude, the schools of this county are better than in previous years on all points, and the enrollment exceeds that of any foregoing year by 900.

ATTALA.

J. S. SMITH, SUPERINTENDENT.

There has been no enumeration of the educable children made by the tax assessor in this county since the year 1885, and in that enumeration the races and sexes were not separated.

Many of the school-houses in this county would remind one very forcibly of the rude log cabins in which our forefathers received the rudiments of an education—possessing none of the modern appliances or paraphernalia so essential and useful in successful teaching—but with the aid of the school-house fund received from the State last winter, I am glad to say quite a number of comfortable and commodious houses have been and are now being built, the county, in most instances, paying about one-third of the cost of such houses out of the school-house fund.

No school lands of any consequence are held by the county, but from the proceeds of the sale of sixteenth section lands, the county bought $7000.00 in 4 per cent. United States bonds soon after the close of the war, and has, besides, several thousand dollars in money, which belongs to the 16th section and 3 per cent. funds, which funds are kept out at interest for the use of the general school fund.

For a number of years past, the school warrants have been paid in cash, but for the last and the present scholastic year, the levy for school purposes has been reduced from five to four mills on the dollar, and hence the school fund has not been sufficient to meet the demands upon it—about $2,500.00

being unpaid at the beginning of the present scholastic year.

No maps have been made, and no boundaries fixed by the board of commissioners showing the limits of the school districts, but the average size of the white school districts is about nine square miles, and the colored districts are larger. I think it would be a wise policy to require children to attend school in their own district, or go the school nearest or most accessible to them where no district boundaries are fixed.

In my judgment, there is no doubt about the present method of examination of teachers being a great benefit to the teaching profession in this county, but to avoid the confusion and chances for the practice of fraud, incident to great crowds at the semi-annual examinations, I would suggest that the examination be held monthly, as in some of the older States. I am sure that by this means the spirit and intention of the law could be more fully carried into execution, and the teachers could then consult their leisure and convenience as to the time of being examined.

The Institutes have not been the means of doing as much good as I would like to see. A great many of the teachers take no interest in the meetings, and avoid attending whenever they can get up a reasonable excuse. It would hardly be practicable to hold a week's Institute preceding the opening of the winter or summer terms, because of the fact that frequently teachers are not selected by the trustees, and have no contract with the county superintendent until about the time for the schools to open, and until their services are engaged their attendance could not be required or enforced.

The trustees, in most instances, look upon their duties as a mere matter of form, never realizing the responsibility placed upon them by their office.

I answer all these inquiries in the negative. I think the law should be so amended as to authorize the county superintendent, the same as other county officers, to appoint a deputy who should have full power and authority to do any and all acts that his principal can do, and with monthly examinations, I believe the best teachers would not object to being examined once a year, and of course the inefficient teachers should be examined annually, or oftener.

The following list of text-books are used in the greater number of schools in this county, the author's name placed first being in the lead: Spelling-book—Webster and Swinton; Readers — American Educational Series; Grammar—Butler and Reed and Kellogg; Geography—Swinton and Monteith; Arithmetic — Robinson and Davies; History—Swinton; Composition—Quackenbos; Physiology — Steele

and Smith's Elementary; Philosophy—Wells and Steele Algebra—Davies.

We have a flourishing graded school in the town of Kosciusko, under the management of Prof. W. D. Berry, as principal, with about 250 pupils.

Quite a number of schools supplement the public term, with from two to four months private schools.

COAHOMA.

N. W. LEA, SUPERINTENDENT.

It is not always fair weather and serene, as it should be, in the running of these public schools; for the distracting causes which disturb other lines of advancement, grant no immunity to the cause of education. We can only hope that from these gentle rivalries and these contending hosts a ruddier dawn and the serenity of a brighter day mag come.

Even now there is upheaval all along the line. We feel the throb of new enterprise in the cause of education which will ere long bring the valley from her despair. Already *our* village schools are models in themselves, filled with normal teachers who represent the best schools of the South; notably, Iuka and Houston; and while numbering fewer pupils than the hill schools, they are equally susceptible of sharp grading, and rapid advancement, with less machine-work in the institution. You can only turn large numbers with a machine. While our villages have their model free schools, our people are experimenting with a few private schools, which will in turn throw new light and value on the free school and stimulate it, at the last, into the most perfect preparation.

It is a question beyond debate, that to-day the free schools of Mississippi are stimulating as never before, the college student, the college graduate, and none the less the college professor. The normal has come to stay.

It is a moving, sweeping giant on wheels of granite, environed and channeled it may be, but heedlessly, headlong in its power, dissecting, dissolving, analyzing and crushing as it goes. Woe to the luckless wooden-head which falls under its wheels! Its grain will be tried.

It has not straightened itself yet. We have heard the dry bones rattle. We have seen respectability appalled. The end is not yet. We have no warnings to give. We do not say take your heads in, but something else must be dignified besides dignity.

In our county a high school for colored youth is being organized at Friars Point, and in the near future we may expect to hear of its building and completion; and for the white youth, more than a year ago, "The Grange Agricultural High School," of Clarksdale, has given every promise of success. A roomy and magnificent lot with spacious grounds has been purchased and a splendid two-story building in the most approved modern style, at a cost of $3,400, has been completed and the best of modern furniture with black-boards and stoves supplied, etc., capacious cistern of cold winter rainwater.

Prof. C. C. McClure, of Iuka, is the principal of the school, with an attendance of *twenty-two pupils and every promise of an increase.*

It is graded into primary and academic departments—the former embracing the elementary studies, the latter—Latin, Greek, French and German and Music, with several of the sciences and an elementary Belles Lettre curse, preparing with a three year course, for the colleges and universities of our State.

Answering the topics presented for our guidance, the enumeration of the educable children is alone derivable from reports of teachers, and is necessarily imperfect. Our assessor makes no report to this office. Many of our school-houses are delightfully comfortable, but we are sorry to chronicle that some are utterly unfit for the purpose used. Our school-house fund is as yet, locked up. The sixteenth section fund is not mentioned as a source of revenue, but the sections are still here! Our levy has never been over three mills. We are out of debt and have for the first time in fifteen years, a balance of $2,000 to begin with; with the largest assessment, possibly, made in many years. Our school districts are distinguished by the name of the school. No maps. We are glad to get the county-school board, after three calls, to meet just long enough to say—they agree!

We think there should be some amendment by which a consolidation of two or more districts would reduce the number of schools, lengthen the term to eight or nine months, and cost no more than the two, and may be, not so much. Certainly, such an amendment would be in the interest of education and economy.

The system of examinations is a necessity which can never be done away with, except at great loss to people and State. Nothing can do its work. Uniformity has done more in four years to equip the teacher than had been done in ten years before. Every teacher now spends a part of each year in special lines of improvement. Notably, the graduates.

A month of Institute work would be a good feature, but a fixed month would not suit all sections of the State. The climatic differences are too great.

The work of school trustees should be very precisely defined and limited. They frequently meddle where they have no capacity or right. In no State have examining boards proved other than cumbersome. Some counties have done very well, but throughout a number they have proven failures—one man being often called upon to do the work of the entire board.

I am opposed to State or county licenses for over two years, and then only to such as are *regular* graduates of our best schools and normals.

It takes time to educate a man or woman, and writing one set of examination papers may be only the work of a few months cramming. I do not believe in being in a great hurry to make teachers, and relieve them of the further necessity of their careful and constant improvement.

We have very nearly a uniform system of text-books throughout our county, as follows: Maury's Revised Geographies; Venable's Revised Arithmetics; Robinson's Progressive Intellectual Arithmetic; Barnes's Histories United States; Reed and Kellogg's Grammars; Watson's Complete Speller; Hansell's Primary; Sheldon's Word Studies; Patterson's Rhetoric and Composition; Holmes' Readers, Revised edition; Smith's Physiology and Hygienne; Plymton's Parker's Natural Philosophy.

Very few districts supplement the free school term of their teachers. Notably the villages of Lyon, Jonestown and Friars Point have done so, and it gives them prominence among teachers in seeking positions, and always enlivens inquiry for these places.

KEMPER.

J. H. CURRIE, SUPERINTENDENT.

This report is submitted without any suggestions fully treated as requested by the department of education, because, in the opinion of writer, enough is likely to be said by those better informed of the matters therein mentioned, to meet the desired object.

Education, in this county, while not wholly neglected in the last few years, has been found to contend against the prejudices of a people who have seen the 16th section school fund squandered, either by the trustees of the same or by the public officials of the county. This money, which accrued to the people from the munificence of the general gov-

ernment for a perpetual school fund, has been reduced, by maladministration from thousands of dollars to a few hundred. Those who thus abused the public confidence escaped with impunity.

Our people lost confidence in the public schools, and not until late in the administration of my predecessor, and during the year 1886, under the salutary and progressive statute of that year, did new life and new hope take possession of the mass of the people and make it possible to organize the schools on something like a system in harmony with the spirit of the age.

It will be found that the money expended for school purposes has nearly reached an increase of fifty per cent. during the year just ended, over that of the year 1886. Much of this increase can justly be attributed to the success of the statute of 1886 in the solution of the vexed question of what constituted a school district. Under the law obtaining prior to that time, nothing had been satisfactorily settled; no houses had been erected of any value; no one cared to contribute to an institution without stability or system. The school property of the county has increased from a few log huts, wholly without any of the conveniences of a well regulated school-house, to a handsome sum.

The attendance is much better than ever before in the history of the county. All classes of people take an interest in the public schools. Even prejudice is yielding a silent approval. The children have better books and more of them. The teachers are better qualified and better paid. Teaching is becoming a profession and therefore a science.

The statute of 1886, which is virtually the organic school law of the State, is, in my opinion, much more satisfactory without the amendment of 1888. The amendment reduces the number of students necessary to constitute a full school, reduces the size of a school district, and permits the trustees and the superintendent of education to decide the school terms.

I am against the statute in everything except the size of the district. I consider the division of the term as wholly wrong, and feel confident that experience will sustain me. Our best teachers can not be induced to take any such contracts. The profession is not at all lucrative at best, but when thus divided is certainly a most precarious dependence, and unworthy any man of capacity.

The reduction of the students necessary to constitute full pay is of doubtful propriety as I find it. I admit that some number must be indicated by the law in order to warrant the Superintendent of Education to contract with an assist-

ant, but I think the law of 1886 fully covered the point without requiring too much of the principal teacher.

It is urged by the friends of this measure that one teacher could not do justice to a full school under the statute of 1886.

I find the trouble not in the number of students, but in the diversity of books.

I charge the present trouble to this cause. It is useless for the Superintendent of Education to urge the teachers to use a particular series of books—they will do nothing of the kind. Each man claims that his favorite is the best. Each year brings a new set of books; the people, in despair, appealed to me to force the use of certain books. It is evident I can do nothing of the kind.

It would not be extravagant for me to assert that enough books have been used in the schools of this county for the last few years to educate a generation, and still the trouble exists and still the future promises no abatement. This item alone amounts to a great deal where the family is large and the parents poor.

It may be urged that in the event the State adopted a certain series of books that the publishers would take advantage of the law and run up the price of the books.

I believe no such thing. Grant it, for argument. I then maintain that it would be better to pay more and be contented that the evil was located and certain than to submit to the whims and arrogance of every little snob armed with a certificate to order undone all that his predecessor had accomplished, and then in turn see himself removed in the next revolution of the wheel without any one being much wiser and no one being any better satisfied.

I find one question constantly before the teachers, viz: The time allowed for the work to be done in the examinations. I put this matter to a complete test this year.

I forbid any one to leave the hall or to come into it. I had water brought to them by servants. I gave them ten hours to do the work, and I found, to my astonishment, that but six out of over twenty applicants could do the work as required by law.

Now it may be contended that the time is certainly too short, and it may be, but I am not satisfied of this, as I found by repeated trials that the successful ones in every instance had shown superior merit before this examination; still the fact remains that if this is a fair test not more than 20 per cent. of the teachers of this county can stand up under such pressure.

I thought of a theory, but have not digested it well, of this kind: Divide the question into three classes, and give the applicant one class the first day, one the second day and one

the third, and require him to comply fully with the law, and in the event of failing let it settle his destiny.

I am satisfied that constant examinations are essential to the proper maintenance of the standard of the system and should be strictly enforced at all times; they quit rubbing up when you cease to rub them down.

The "School House Fund" has fully met the objects of the law. This county has added, or will add in the near future several thousand dollars to the value of her school property—many good houses to occupy the places of old and delapidated huts. All of this work has been done within the last few months, and the spirit to build up the common schools is fully aroused.

You will see in my statistical report the expenditures of the past year. It is apparent now that the expense for the year now pending will reach $16,000.

This sum places for four months the advantages of the common school within the reach of nearly every child in the county, of both races and all conditions. The county has one College and two High Schools, and the promise of the future is bright for good results in the 110 common schools that constitute the hope of the system.

FINANCIAL STATISTICS

—OF—

SEPARATE SCHOOL DISTRICTS.

TABLE XIV.—FINANCIAL STATISTICS OF SEPARATE SCHOOL DISTRICTS.

RECEIPTS.	Natchez.	Corinth.	Kosciusko	Pt. Gibs'n	Okolona.	W. Point.	Hazleh'st.	Wesson.	Crystal S.	Grenada
Balance from 1887–'88	.....	374 57	.....	153 25	.....	194 14	150 00	850 00	850 00	225 85
State distribution	2,185 78	332 67	376 60	343 15	397 16	479 44	275 00	450 00	210 00	1,117 60
City levy	7,690 45	1,532 18	1,249 76	1,445 86	*1,255 46	2,521 00	2,425 00	3,900 00	1,400 00	2,059 47
Polls collected	1,045 00	299 00	172 90	199 50	.....	220 00	175 00	275 00	180 00	304 78
Fines and forfeitures	473 77	49 00	.....	.....	834 18	470 96	150 00	100 00	100 00	706 35
Chickasaw distribution	.....	272 90	.....	.....	232 30	131 61	.....	.....	.....	.....
Railroad tax	.....	.....	23 00	.....	.....	38 80	.....	.....	.....	.....
Liquor licenses	.....	.....	550 00	700 00	.....	1,800 00	.....	.....	.....	.....
Building 2 and 3 per ct Fund	.....	.....	.....	.....	.....	140 44	.....	.....	.....	.....
From county pupils	.....	261 30	.....	.....	.....	512 20	467 00	.....	502 00	.....
Rent of school-houses	.....	44 95	.....	.....	.....	175 00	.....	.....	.....	.....
From sale of bon's for build'g	.....	.....	.....	.....	.....	.....	20,000 00	.....	.....	.....
From amt collec'd for build'g	.....	.....	.....	.....	.....	.....	.....	10,000 00	.....	.....
Total receipts	11,395 00	3,167 57	2,372 26	.....	2,719 10	6,683 59	23,642 00	15,575 00	3,242 00	4,414 05
DISBURSEMENTS.										
Salary of Co. Superintendent	393 00	64 70	36 30	49 80	.....	55 44	24 00	36 00	20 00	150 00
Teacher's salaries	9,855 00	2,063 56	2,342 50	2,430 00	2,719 10	5,700 00	2,950 00	3,510 00	2,640 00	1,793 25
Fuel, rent, repairs, janitors	1,120 00	429 47	60 00	165 00	.....	350 00	200 00	275 00	425 00	124 80
Treasurer's commissions	.....	187 00	.....	.....	.....	.....	.....	.....	.....	.....
Building and repairs	.....	.....	.....	.....	.....	.....	20,000 00	10,000 00	.....	.....
Miscellaneous expenses	27 00	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total disbursements	11,395 00	2,744 73	2,438 80	2,644 80	2,719 10	6,105 44	23,174 00	13,821 00	3,085 00	2,068 05
To balance	.....	422 84	.....	.....	.....	578 15	468 00	1,754 00	157 00	2,346 00

* This includes polls.

TABLE XIV.—CONTINUED.

RECEIPTS.	P. Chris'n	Biloxi.	Oxford.	Meridian	Tupelo.	Columbus	Canton.	W. Valley	Coffe'ville	Yazoo C'y
Balance from 1887-8	13 65	.....	.....	9 27	.....	3,592 15	.....	.....	.....	232 72
State distribution	* 202 95	* 416 53	420 98	2,174 66	141 50	2,885 57	908 31	523 73	100 00	.....
City levy	1,578 04	1,413 24	4,925 47	11,609 86	743 00	4,775 80	1,626 30	3,158 75	520 00	5,889 49
Polls collected	.....	.....	160 55	801 15	163 00	656 00	169 75	250 00	75 00	.....
Fines and forfeitures	.....	.....	148 50	.....	.....	.....	100 00	.....	100 00	.....
Chickasaw fund	.....	.....	212 50	.....	112 04	.....	.....	477 94	.....	.....
Int. or rent 16th section	.....	.....	.....	.....	.....	2,398 55	.....	.....	.....	.....
Liquor license	.....	.....	.....	.....	.....	.....	.....	.....	450 00	.....
From county pupils	.....	.....	373 45	.....	.....	688 75	430 00	540 00	137 00	.....
2&3 per cent. building fund	.....	.....	.....	.....	.....	759 30	.....	.....	.....	.....
Tuition fees	.....	.....	242 70	.....	.....	.....	.....	.....	.....	.....
Bor'd from corporation fund	.....	.....	300 00	.....	.....	.....	.....	.....	.....	.....
Total receipts			6,776 91			15,756 12	3,234 36			
DISBURSEMENTS.										
Salary of Co. Superintendent	49 72	79 55	.....	267 00	.....	240 00	88 88	.....	.....	.....
Teacher's salaries	1,356 00	1,540 00	3,796 50	9,851 38	1,736 00	8,805 05	2,591 85	4,567 50	1,120 00	5,410 00
Fuel, rent, janitor, repairs	.....	.....	.....	4,477 25	.....	780 27	487 50	610 00	75 00	146 44
Miscellaneous	.....	.....	.....	.....	.....	.....	240 00	90 00	100 00	.....
Building and repairing	.....	.....	.....	.....	.....	5,247 19	.....	.....	.....	.....
School house bonds	.....	.....	1,000 00	.....	.....	.....	.....	.....	.....	.....
Int. outstan'g sch ho. bonds	.....	.....	1,400 00	.....	.....	.....	.....	.....	.....	.....
Total disbursements	1,405 72	1,639 55	6,196 50	14,595 63	1,736 00	15,072 51	3,408 23	5,267 50	1,295 00	5,556 44
To balance						683 61				

* Includes fines and forfeitures in separate school districts.

TABLE XIV.—CONTINUED.

RECEIPTS.	Holly Sp's	Aberdeen.	Winona.	Macon.	Starkville	Sardis.	Summit.	Brandon.	Vicksbu'g	Gre'nville
Balance from 1887–'88	111 40	.....	.....	531 56	.....	435 50	.....	346 10	711 69	.....
State distribution	557 43	2,100 00	260 00	406 16	336 07	.....	922 65	228 87	2,722 47	591 00
City levy	1,716 62	3,000 00	1,461 75	2,658 42	2,319 68	1,319 41	.....	660 39	14,500 25	1,475 00
Polls collected	191 90	.....	180 00	258 00	159 60	.....	.....	105 00	851 06	500 00
Fines and forfeitures	23 90	.....	.....	.....	.....	.....	*2,027 87	.....	.....	.....
Chickasaw Fund	299 40	.....	.....	.....	.....	.....	.....	.....	.....	.....
Interest or rent, 16th section	.....	.....	.....	.....	.....	.....	.....	.....	1,151 66	.....
Railroad tax	30 00	.....	79 30	.....	.....	.....	.....	.....	.....	.....
Liquor licenses	.....	1,100 00	.....	.....	.....	.....	.....	.....	.....	3,069 90
From county pupils	406 15	.....	.....	530 74	.....	.....	.....	.....	.....	575 00
Building 2 and 3 per ct. fund	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,000 00
City Corporation fund	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,832 12
Total receipts	3,337 80	.....	1,981 05	4,384 88	2,815 35	.....	2,950 53	.....	.....	10,043 12
DISBURSEMENTS.										
Salary of County Superin'nt.	45 00	130 00	32 00	39 88	120 00	52 98	120 00	.....	282 80	.....
Salaries of teachers	3,034 00	5,200 00	1,406 00	3,767 50	3,435 00	2,577 50	2,519 75	1,084 00	11,832 00	6,127 50
Fuel, rent, janitors	.....	750 00	100 00	.....	476 05	433 64	.....	100 00	2,000 00	915 52
Treasurer's commissions	.....	.....	.....	.....	.....	.....	.....	59 20	.....	.....
Miscellaneous	.....	100 00	.....	50 00	.....	129 12	.....	.....	2,200 00	.....
Building and repairs	.....	.....	.....	1,200 00	.....	.....	.....	.....	.....	3,000 00
Total disbursements	3,129 00	6,180 00	1,538 00	5,009 38	4,031 05	3,193 24	2,639 75	1,243 20	16,314 80	10,043 02
To balance	.....	.....	443 05	.....	.....	.....	.....	.....	.....	.....

*Includes privilege tax and polls.

TABLE XV.—STATISTICS OF SEPARATE SCHOOL DISTRICTS.

SCHOOL DISTRICTS.	Number of educable children in the District.						Totals.		
	White.			Colored.			Educable children.	Enrolled	Total average attendance.
	Male.	Female.	Total.	Male.	Female.	Total.			
Natchez	804	884	1,688	1,058	1,014	2,072	3,760	1,205	652
Corinth	175	225	400	130	162	292	692	482	290
Kosciusko	136	170	306	78	85	163	513	354	202
Port Gibson	104	116	220	108	118	226	446	271	155
Okolona	113	171	284	189	230	419	703	396	286
West Point	208	213	421	240	282	522	943	722	559
Hazlehurst	190	185	375	60	65	125	500	374	185
Wesson	420	504	924	21	28	49	973	355	205
Crystal Springs	134	156	290	25	35	60	350	275	153
Grenada	117	138	255	148	199	347	602	403	205
Bay St. Louis	40	109	149	137	142	279	428	295	191
Pass Christian	106	114	220	220	190	410	630	164	107
Biloxi	245	255	500	116	84	200	700	328	154
Jackson	*341	316	657	297	365	662	1,319	924	722
Oxford	170	200	370	69	71	140	510	556	283
Meridian	1,600	2,000	3,600	400	500	900	4,400	1,496	967
Tupelo	167	223	390	145	153	298	688	438	197
Brookhaven	480	400	880	390	330	720	1,600	197	148

Columbus	355	359	714	486	518	1,004	1,718	1,350	729
Canton	91	105	196	117	130	247	443	330	250
Holly Springs	*220	215	435	200	200	400	835	414	268
Aberdeen	192	224	416	312	488	800	1,216	928	346
Winona	127	122	249	128	118	241	490	485	246
Macon	146	158	304	279	288	567	871	461	350
Starkville	120	175	293	126	174	300	595	571	349
Sardis	145	182	327	191	196	387	714	345	206
Summit	218	309	527	170	136	306	833	399	291
Brandon	80	122	202	56	50	106	308	244	139
Vicksburg	790	777	1,567	1,280	1,317	2,597	4,164	1,715	949
Greenville	193	168	361	284	357	641	1,002	905	700
Water Valley	210	296	506	65	191	256	762	762	559
Coffeeville	40	60	100	80	70	150	250	250	192
Yazoo City	220	210	430	230	240	470	900	493	330
Iuka	71	85	156	23	32	55	211	183	133
Total	8,968	9,746	18,714	7,858	8,579	16,437	35,151	19,155	11,768

* Estimated on the basis that 70 per cent. were enrolled.

TABLE XV.—Continued.

School Districts.	Number in school during the year.						Per Capita Expenditure.		
	White.			Colored.			For each educable child.	For each enrolled.	For each in average attendance.
	Male.	Female.	Total.	Male.	Female.	Total.			
Natchez	221	280	501	317	387	704	3.03	9.45	17.48
Corinth	130	168	298	79	105	184	3.65	4.76	7.92
Kosciusko	127	143	270	32	52	84	4.75	7.00	12.06
Port Gibson	65	58	123	68	80	148	4.39	9.75	17.02
Okolona	96	94	190	106	100	206	3.86	6.86	9.57
West Point	178	223	401	145	176	321	6.47	8.45	10.92
Hazlehurst	132	152	284	42	48	90	6.34	8.45	15.80
Wesson	145	170	315	22	18	40	4.96	8.45	12.40
Crystal Springs	100	140	240	10	25	35	7.50	7.25	13.50
Grenada	87	70	157	93	153	246	3.36	5.13	10.07
Bay St. Louis	33	81	114	77	104	181	.....	.....	.....
Pass Christian	17	13	30	70	64	134	.....	8.92	13.73
Biloxi	127	138	265	41	22	63	.....	4.96	10.58
Jackson	239	221	460	208	256	464	7.58	9.71	12.77
Oxford	156	195	351	85	125	205	.....	.....	.....
Meridian	468	551	1,037	209	250	459	.....	9.76	15.09
Tupelo	113	128	241	104	93	197	2.52	3.96	6.72
Brookhaven	38	32	70	69	58	127	.....	.....	.....

Columbus	325	324	649	326	375	701	5.11	6.50	12.07
Canton	65	90	155	85	90	175	10.30	10.96	13.63
Holly Springs	135	54	189	110	115	225	3.68	7.42	11.50
Aberdeen	232	255	487	204	237	441	9.15	9.80	18.25
Winona	143	125	268	117	102	217	2.67	2.90	5.71
Macon	100	112	212	118	131	249	7.06	8.26	10.88
Starkville	115	168	283	119	169	288	4.74	4.93	6 40
Sardis	85	105	190	75	80	155	3.60	7.47	12.51
Summit	91	100	191	110	98	208	1.62	3.32	4.00
Brandon	61	80	141	50	53	103	4.03	5.09	8.94
Vicksburg	301	410	711	417	587	1,004	3.95	7.11	13.68
Greenville	190	168	358	247	298	547			
Water Valley	210	296	506	65	191	256	6.91	8.22	8.78
Coffeeville	40	60	100	80	170	150	5.18	6.02	7.16
Yazoo City	97	117	214	127	152	279	6.01	10.97	13.40
Inka	61	77	138	19	26	45	5.57	6.40	7.16
Total	4,723	5,398	10,121	4,044	4,990	9,034	4.25	7.27	12.64

TABLE XV.—Continued.

SCHOOL DISTRICTS.	Average daily attendance.						Cost per month of each in aver'ge attendance.
	White.			Colored.			
	Male.	Fem'le	Total.	Male.	Fem'le	Total	
Natchez	145	151	296	160	196	356	1 94
Corinth	83	112	195	44	51	95	1 15
Kosciusko	66	85	151	19	31	51	1 50
Port Gibson	40	34	74	39	42	81	1 89
Okolona	57	71	128	84	74	158	1 37
West Point	168	187	355	97	107	204	1 21
Hazlehurst	62	83	145	22	18	40	....
Wesson	75	105	180	13	12	25	....
Crystal Springs	58	77	135	7	11	18	1 50
Grenada	51	37	88	50	68	118	1 48
Bay St. Louis	19	53	72	51	68	119	1 71
Pass Christian	10	6	16	45	46	91	1 51
Biloxi	60	70	130	10	14	24	1 59
Jackson	190	180	370	149	203	352	1 50
Oxford	100	115	215	30	38	68	1 77
Meridian	251	300	551	193	223	416	84
Tupelo	55	85	140	28	29	57	....
Brookhaven	35	23	58	41	49	90	1 34
Columbus	146	205	351	180	198	378	1 95
Canton	40	60	100	70	80	150	1 44
Holly Springs	80	33	113	75	80	155	2 02
Aberdeen	93	84	177	74	85	169	1 42
Winona	70	83	153	53	40	93	1 20
Macon	75	90	165	90	95	185	91
Starkville	81	130	211	57	81	138	1 78
Sardis	57	81	138	31	37	68	....
Summit	70	73	143	73	75	148	1 27
Brandon	40	64	104	15	20	35	1 46
Vicksburg	188	248	436	228	285	513	1 46
Greenville	160	140	300	175	225	400	...
Water Valley	185	250	435	43	81	124	97
Coffeeville	25	45	70	60	62	122	1 02
Yazoo City	65	90	155	82	93	175	1 46
Iuka	44	58	102	14	17	31	1 43
Total	2,944	3,508	6,452	2.492	2,824	5,316	1 33

TABLE XV—Continued.

SCHOOL DISTRICTS.	No. of teachers employed in the public schools during the year.						Total teachers, both races.	No. days schools were in session.	Amount expended on teachers' salaries.
	White.			Colored.					
	Male.	Female.	Total.	Male.	Female.	Total.			
Natchez	1	12	13	1	11	12	25	180	$ 9,855
Corinth	1	7	8	2	3	5	13	100	1,802
Kosciusko	1	4	5	2	1	3	8	160	2,342
Port Gibson	...	3	3	1	2	3	6	180	2,430
Okolona	2	3	5	2	3	5	10	140	2,719
West Point	2	7	9	2	3	5	14	180	5,700
Hazlehurst	1	5	6	1	1	2	8	160	2,950
Wesson	2	4	6	1	..	1	7	180	3,510
Crystal Springs	2	4	6	1	..	1	7	160	2,640
Grenada	1	3	4	2	1	3	7	140	1,793
Bay St. Louis	..	4	4	..	3	3	7	140	1,380
Pass Christian	..	1	1	2	1	3	4	160	1,356
Biloxi	1	4	5	...	1	1	6	140	1,540
Jackson	2	9	11	1	6	7	18	160	5,907
Oxford	1	8	9	2	1	3	12	170	3,798
Meridian	1	16	17	1	5	6	23	170	9,851
Tupelo	1	4	5	3	..	3	8	160	1,736
Brookhaven	..	2	2	1	2	3	5	140	210
Columbus	3	7	10	3	6	9	19	180	8,805
Canton	1	4	5	2	6	8	13	140	2,591
Holly Springs	2	2	4	1	3	4	8	160	3,074
Aberdeen	1	7	8	3	4	7	15	180	4,921
Winona	2	4	6	..	3	3	9	80	1,406
Macon	2	4	6	3	3	6	12	180	3,676
Starkville	2	7	9	3	1	4	13	140	3,407
Sardis	2	3	5	1	2	3	8	140	2,577
Summit	4	5	9	2	2	4	13	140	2,639
Brandon	1	3	4	1	..	1	5	140	1,084
Vicksburg	2	15	17	1	10	11	28	186	11,832
Greenville	1	7	8	2	6	8	16	160	6,127
Water Valley	1	9	10	1	1	2	12	180	4,567
Coffeeville	1	1	2	1	2	3	5	140	1,120
Yazoo City	2	4	6	2	3	5	11	180	5,410
Iuka	4	1	5	1	1	2	7	100	1,050
Total	50	183	233	52	97	149	382	154	$ 124,803

TABLE XV.—Continued.

SCHOOL DISTRICTS.	Number of mills levied for schools	Total expenditures	Assessed valuation of—	
			Property in City.	Property in County (including City).
Natchez	4	$ 11,395 00	$ 2,799,514	$ 4,073,394
Corinth	3	2,744 73	510,729	1,521,438
Kosciusko	5	2,438 80	371,627	2,030,095
Port Gibson	3	2,644 80	480,025	2,331,992
Okolona	....	2,719 10	468,311	2,200,440
West Point	3½	6,105 44	720,286	2,163,132
Hazlehurst	5	3,174 00	382,984	4,187,883
Wesson	5	3,821 00	1,299,921	
Crystal Springs	5	3,085 00	279,892	
Grenada	4½	2,068 05	606,287	1,753,388
Bay St. Louis	....	1,380 00	356,931	1,328,694
Pass Christian	....	1,405 72	490,978	1,809 127
Biloxi	....	1,639 55	474,123	
Jackson	3½	7,828 53	1,964,253	6,072,597
Oxford	5	6,196 50	611,324	2,283,401
Meridian	3	14,595 62	3,964,455	5,797,932
Tupelo	3	1,736 00	336,955	2,228.885
Brookhaven	5	210 62	410,122	1,815,088
Columbus	3	10,072 51	1,711,028	3,884,982
Canton	3	3,408 23	461,900	2,962,208
Holly Springs	4	3,129 00	572,268	3,082.490
Aberdeen	3	6,180 00	1,112,170	3,171,275
Winona	3	1,538 00	483,915	1,424,101
Macon	4	3,809 38	524,285	3,426,623
Starkville	5	4,031 05	395,979	1,584,372
Sardis	4	3,193 24	227,808	4,240,837
Summit	4½	2,639 75	390,267	2,262,336
Brandon	4½	1,243 20	171,310	1,908,777
Vicksburg	4	16,314 80	1,901,000	5,664,060
Greenville	1½	6,127 50	2,021,435	6,635,906
Water Valley	7½	5,267 50	421,162	1,851,162
Coffeeville	5	1,295 00	130,000	
Yazoo City	3½	5,556 44	1,213,094	6,329,299
Iuka	3	1,175 00	216,057	793,165
Total	4	$149,169 07	$28,462,335	$90,818,985

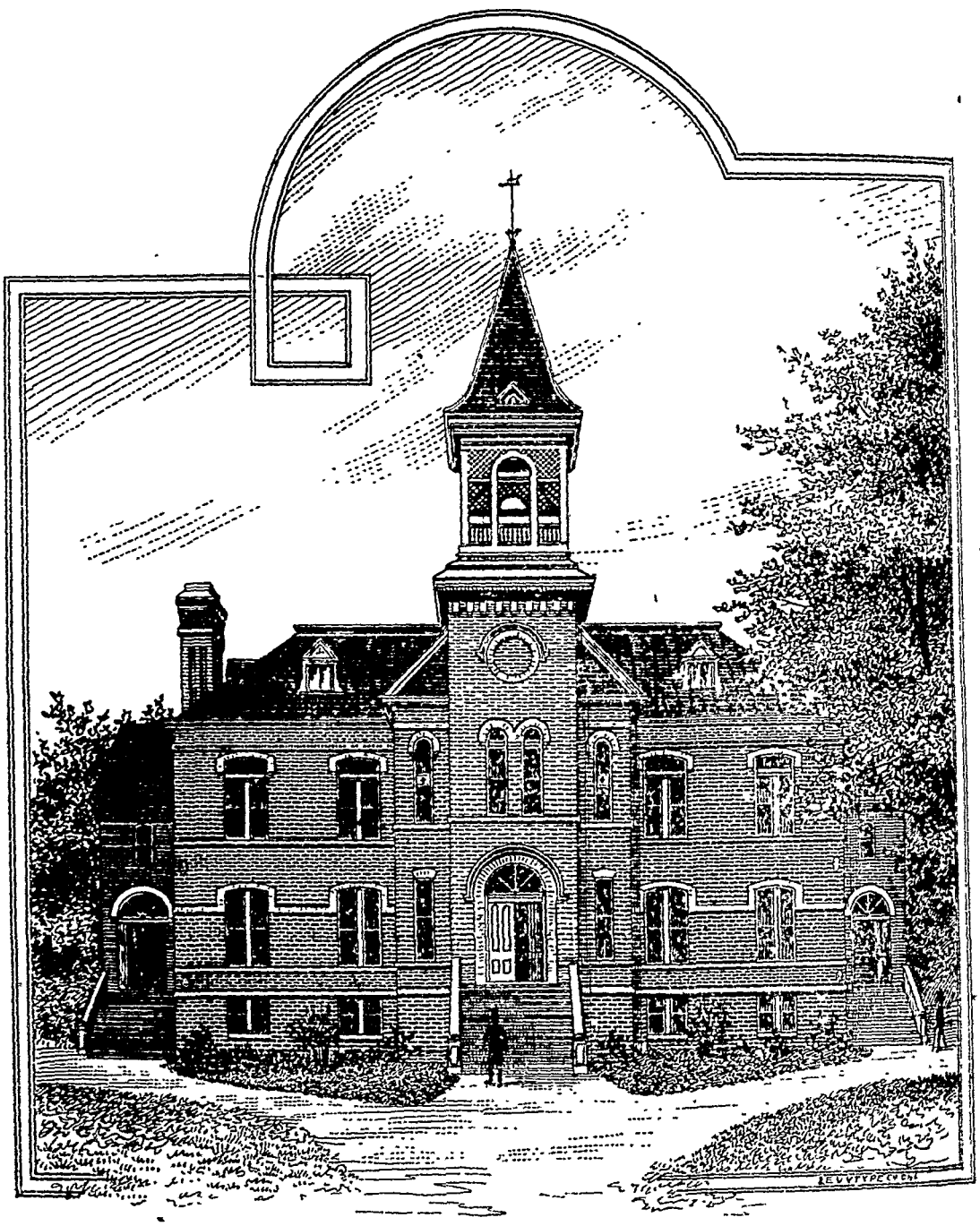
TABLE XV.—Continued.

SCHOOL DISTRICTS.	Average salaries of teachers.						Both races.
	White.			Colored.			
	Male.	Fem'le	Total.	Male.	Fem'le	Total.	
Natchez	100 00	40 00	44 60	75 00	40 00	42 90	43 80
Corinth	75 00	33 66	38 79	37 50	27 50	31 50	35 99
Kosciusko	75 00	35 00	43 00	40 20	25 00	33 90	40 00
Port Gibson	.....	48 33	48 33	60 00	32 50	41 67	45 00
Okolona	75 00	35 00	51 00	45 00	24 33	26 59	38 79
West Point	102 50	45 71	74 99	35 00	20 00	26 00	48 06
Hazlehurst	100 00	35 00	45 83	30 00	20 00	25 00	40 62
Wesson	70 00	42 50	51 66	35 00	.....	35 00	49 28
Crystal Springs	67 50	43 27	50 00	20 00	.....	20 00	45 71
Grenada	100 00	40 00	55 00	30 00	20 00	26 66	29 99
Bay St. Louis	.....	.....	.....	.....	.....	.....	.....
Pass Christian	.....	60 00	60 00	45 00	22 50	37 50	43 12
Biloxi	60 00	31 25	37 00	.....	35 00	35 00	36 66
Jackson	82 50	40 03	49 49	60 00	30 83	40 83	45 03
Oxford	142 80	40 00	51 43	32 50	21 00	28 33	45 65
Meridian	181 81	46 46	54 42	75 00	21 04	30 03	48 06
Tupelo	.....	.....	.....	.....	.....	.....	.....
Brookhaven	.....	.....	.....	.....	.....	.....	.....
Columbus	84 81	64 28	72 44	40 65	30 00	33 54	52 72
Canton	55 00	45 00	47 00	47 50	20 00	26 85	34 61
Holly Springs	87 50	50 00	68 75	42 00	25 33	29 49	49 12
Aberdeen	100 00	40 00	47 50	40 00	30 00	34 28	41 33
Winona	119 15	35 50	63 38	.....	27 60	27 60	51 45
Macon	75 00	37 50	50 00	30 83	30 83	30 83	41 27
Starkville	80 00	30 00	41 41	28 33	25 00	27 50	37 10
Sardis	86 35	47 27	62 66	45 00	21 61	31 84	52 60
Summit	.....	.....	.....	.....	.....	.....	.....
Brandon	60 00	35 00	41 25	30 00	.....	30 00	39 00
Vicksburg	100 00	43 33	40 00	75 00	34 20	37 90	45 25
Greenville	125 00	49 30	71 26	103 12	32 50	50 15	54 45
Water Valley	125 00	35 00	44 00	40 00	27 50	33 75	42 29
Coffeeville	60 00	40 00	50 00	45 00	15 00	25 00	35 00
Yazoo City	102 50	37 50	68 50	50 00	28 33	30 00	39 00
Iuka	33 75	30 00	33 00	30 00	15 00	22 50	30 00
Total	90 22	41 19	51 85	45 27	26 02	31 73	42 69

JACKSON GRADED SCHOOL.

J. C. BROOKS, PRINCIPAL.

You are to some extent aware of the condition of school affairs in the capital city. You know that before the school year of 1888–89—or to be exact, the previous year—a beginning had been made. But we were compelled to tear down a



JACKSON GRADED PUBLIC SCHOOL.

of our people. Owing to the unavoidable trouble and delay great deal of this work, that we might get back to a foundation upon which to build a school suited to the necessities

occasioned, first by the panic of yellow fever, and second, that we did not get into our new building until January, 1889, we have not been able to accomplish all that we desired. But considering all the circumstances, we have just cause to be proud of the results of our first year. It is the intention of Jackson to give to her children in her graded school, a first-class practical education, which will prepare them thoroughly for the duties of life and citizenship.

BUILDING.

In 1888, the city, at a total cost of $25,000, erected in the center of the town, a handsome, commodious, comfortable brick structure, which, with buildings in rear of it, will accommodate about 600 pupils. This new building has seven rooms, six of ordinary size, for one teacher, and the other a large hall, holding now some 270 children. We also use three rooms in the old building, in rear of the new. Then three rooms are used for recitation rooms for pupils seated in large hall. The building is furnished throughout with the very best and handsomest and most comfortable furniture. This at a cost of $2,500. The school is heated by the new Isaac D. Smeed & Co. furnace. These furnaces not only heat but also ventilate the house. These furnaces cost about $3,000. The lot on which the building stands is indeed a beautiful one. It fronts 250 feet and runs back nearly 1000 feet. The front yard is filled with large trees, giving ample shade. There are also a number of trees in the rear lot. This lot cost $7,000. Thus making a total cost of grounds, building, furniture, furnace etc., of nearly $40,000.

TEACHERS.

There were ten teachers and one principal employed last year; the salaries generally being low. The principal being paid $125 per month for eight and one-half months. One teacher at $50 per month; two at $45 per month; and the others $40 per month. This gives an average, in round numbers, of $50 per month. Our teachers are elected by a board of trustees composed of six members. Three of these are elected by the patrons of the school, and three by the board of mayor and aldermen. The mayor is chairman of this board.

COURSE OF STUDY.

Our course contemplates ten grades. Seven in the lower course and three high-school grades. In the first seven grades are taught and completed Reading, Spelling, Geography, Arithmetic, Writing, United States History, English Grammar, Physiology and Hygiene, and Vocal Music. In the

three higher school grades are taught Latin, Algebra, Physical Geography, Book-keeping, History of England, General History, Geometry, Philosophy, Physics and Vocal Music.

STATISTICS.

Our city levy is 3½ mills on the dollar for school purposes. The cost of the school for the past year was as follows: Principal, $1,060; teachers, $3,460; fuel, janitor, etc., $340; miscellaneous, $140; total, $5,000. For this amount we taught a total enrollment of 460 pupils, or each pupil enrolled for school year cost $10.86. As we had an average belonging of 400, the average cost of each child belonging was $12.50 for school year. This can be and will be made even less for the future.

	BOYS.	GIRLS.	TOTAL.
No. pupils enrolled	239	221	460
Average No. present		370	
Average No. absent		28	
Average No. belonging		398	

First Grade—Average age, 7 years; Second Grade—average age, 9 years; Third Grade—average age, 9 years and 6 months; Fourth Grade—average age, 12 years, Fifth Grade—average age, 12 years and 6 months; Sixth Grade—average age, 13 years and 10 months; Seventh Grade—average age, 14 years and 6 months; Eighth Grade—average age, 16 years and 11 months; Ninth Grade—average age, 17 years and 5 months.

TEACHERS FOR 1889–'90, WITH SALARIES.

J. C. Brooks, principal, $150.00; J. E. Erwin, 8th and 9th grade, $75.00; Mrs. Celeste Calloway, 7th grade, $45.00; Miss Emma Williams, 6th grade, $40.00; Miss Lorena Duling, "Hall" principal, $65.00; Miss Kate Bachman, 5th grade, $45.00; Miss Sallie von Leer, 4th grade, $40.00; Miss Mary Swann, 3d grade, $40.00; Miss Emma Thigpen, —— $40.00; Mrs. O. O. Wall, 2d grade, $40.00; Miss Ida Raines, 1st grade; $40.00; Miss Mary Bibb Green, supernumerary, $20.

We have begun the new school year with very bright prospects. The indications are that the enrollment will be much larger than that of last year. The very best people of the town are availing themselves of the benefits of the city schools; while there seems to be an earnest desire on the part of all to give all and do all that is necessary to make for Jackson a model school, in which all the children can be educated and prepared for life.

JACKSON COLORED SCHOOLS.

The city has no school building for the colored school; but has been compelled to rent the "Benevolent Hall"—a

society building—with such school-room facilities as possible in a builing of that character. The building is about 40 x60 feet, affording four rooms below, with a large hall above. The inconveniences of the hall-floor, where we have three teachers with from 200 or more pupils, is too apparent for any comment.

The four rooms below have a seating capacity, respectively, for 30, 40, 50 and 60 pupils. With the exception of one room, the furniture throughout the building is of all kinds and grades, some good, a great deal bad, and the remainder very indifferent.

The teachers are elected by trustees appointed by the board of mayor and aldermen, and are employed at salaries ranging from $30 to $60 dollars per month, the principal receiving sixty.

The number of teachers employed part of last year and this, is seven, including principal. The school is conducted under the graded system, and for the present range from primary to the fifth grade.

CITY OF CANTON.

The schools of the City of Canton closed in May after a successful term of 7 months. The teachers giving such satisfaction as to be re-elected without a single exception for the next session. They are elected by the trustees and confirmed by the board of mayor and aldermen.

We have four schools in the city—two for the whites and two for the colored. The Canton Female Academy is a large building of six rooms, well equipped and well adapted to the purpose. The building with its lot of two or more acres is situated in the heart of the city and could accommodate all the white children, but unfortunately owing to the terms of the deed, it can only be used as a female school.

The male academy is a fine brick building of two rooms situated out of the corporate limits. Both the male and female schools are well provided with desks, blackboards, globes, charts, etc.

The buildings in which the colored schools are conducted are rented from private individuals, at a considerable cost. An effort is being made to consolidate the two colored schools and erect a suitable building. The female school requires three teachers at an average salary of $45.00 per month. Principal receives $55.00, first assistant, $45.00, and second assistant, $35.00.

Male school requires two teachers at an average salary of

$50.00. Principal receiving $55.00 and assistant $45.00 per month.

Colored schools each require four teachers—principal and three assistants. Princial receives $55.00, first assistant, $25.00, second assistant, $20.00, third and fourth, each $15.00.

As most of the young ladies who go off to school attend the I. I. & C., such branches are taught in our schools as to enable them to enter that Institution without trouble. In other words, our schools act as feeders to the I. I. & C. and A. & M.

Course of study of Canton schools, eight grades:

First Grade—Charts and First Readers, Drawing Cards—Arithmetic, count, read and write numbers to 100. Add and subtract with use of signs. Writing—copy-work. Lessons in straight and curved lines.

Second Grade—Second Reader, Language Lessons, Sentence making—use of Capitals—period and interrogation points. Spelling practice upon Sounds. Arithmetic, addition, substraction, multiplication and division to 6's.

Third Grade—Third Reader—Language Lesson—"How to Talk"—Spelling—Phonics and Dictation—exercise upon words of same sound. Geography—maps of school-room grounds, etc. Begin Introductory Writing, No. 1. Arithmetic—Fundamental Rules—Numeration to 10,000—Oral lessons on fractions—Drawing.

Fourth Grade—Fourth Reader—Study Inflection and Emphasis—Spelling "Word Book"—Arithmetic, Rudiments—Through Fractions—Mental Arithmetic, Language Lessons—"How to Write." Geography with Map-Drawing, Writing, Drawing.

Fifth Grade—Fifth Readers—Spelling—apply Phonics to words, Geography, Arithmetic, Robinson's Practical to Percentage, Mental Arithmetic, History—Primary U. S. (Chambers.) Grammar Lessons in Graded English (Reed and Kellogg). Physiology—Primary, "The House we Live in." Writing, Drawing."

Sixth Grade—Sixth Reader—Spelling—Geograohy, comprehensive, with Map-Drawing. Robinson's Practical to Cube Root. Physiology, U. S. History, Mental Arithmetic, Grammar, Higher English (R. K.), Writing and Drawing.

Seventh Grade.—Analysis, English History, Arithmetic complete, Robinson's Practical, Physiology, Composition, Writing and Drawing.

Eighth Grade—Written and Mental Arithmetic, Physical Geography, Philosophy, Composition, Test Speller.

STATISTICS.

RECEIPTS.—City levy of 3 mills, $1,626.30; polls collected,

$169; fines, etc., $100; county children attending city school, $430; State distribution, $908.31. Total, $3,234.36.

EXPENDITURES.—Amount paid teachers, $2,951.81; amount paid Superintendent, $88.85; fuel, rent and repairs, $727.50. Total, $3,408.23.

COST PER CAPITA.—Enrolled, 10.46; daily attendance, 13.63.

CORPORATE LIMITS.

ENROLLED.—White, male, 65; female, 90. Colored, male, 85; female, 90.

AVERAGE ATTENDANCE.—White, male, 40; female, 60. Colored, male, 70; female, 80.

WITHOUT CORPORATE LIMITS.

ENROLLED.—White, male, ——; female, 10. Colored, male, 60; female, 70.

AVERAGE ATTENDANCE.—White, male, ——; female, 6. Colored, male, 42; female, 54.

During last session almost half of the colored schools was composed of county children. This was arranged by the county paying in proportion to the number attending for five months. After which time county children were not allowed to attend unless tuition of $1.50 per month was paid by each pupil.

The city has a fine corps of teachers, and if the people would open their hearts and hands we would have as fine schools as anywhere in the State. The same teachers, without an exception, were elected for the ensuing term of nine months, viz:

Mrs. Ann Webster, Principal of Female Academy; Mrs. N. W. McKie, First Assistant.

Prof W. B. Jones, Principal Male Academy; Miss M. L. Bowers, First Assistant.

Prof. S. W. Lewis, Principal East Ward Colored School; Prof. J. D. Tustin, Principal West Ward Colored School.

HAZLEHURST GRADED SCHOOL.

J. S. PERRIN, SUPERINTENDENT.

In February, 1888, an act was passed by the Legislature enabling the citizens of Hazlehurst to vote upon the question of issuing bonds of the town to an amount sufficient to build and equip a public school. Hazlehurst was already a separate school district. The act provided for the management of the school by naming a number of the citizens of the place as trustees

for the period of twenty years, and authorized them to annually elect seven of their number who should have direct control of the school. In accordance with this act the Hazlehurst High School was organized on October 15, 1888, in the old school building, the new one not being ready for occupancy. The school was organized to embrace the High School Department, in addition to the Grammar and Primary schools, but for financial reasons it was found necessary to combine some of the departments. Accordingly the curriculum was divided into eight grades, requiring nine years to complete the same, as follows: Primary Department, four years; Intermediate, three years; High School, two years. The grades with the studies of each, are as follows:

Primary Department, First Grade.—Chart Reading and Spelling, Elements of Writing, First Reader, Counting, etc.; one year to complete.

Second Grade.—Second Reader, Primary Geography, Addition and Subtraction, Word Primer, Drawing and Writing, one year to complete.

Third Grade.—Third Reader, Fourth Reader, Multiplication and Division, Second Geography, Language Lessons, First Steps in History, Drawing and Writing; two years to complete.

Intermediate Department, Fourth Grade.—Fifth Reader, Arithmetic, Elementary Lessons in English, Elementary Physiology, Geography, Spelling and Writing; one year to complete.

Fifth Grade.—Arithmetic, Elementary Algebra, U. S. History, Elementary Lessons in English, Geography, Reading, Spelling, etc.; one year to complete.

Sixth Grade.—Arithmetic, Algebra, Physical Geography, Essentials of English, Analysis, General History; one year to complete.

High School Department, Seventh Grade.—University Algebra, Geometry, Natural Philosophy, Pysiology, Rhetoric, English History; one year to complete.

Eighth Grade.—Trigonometry, Astronomy, Book-Keeping, Botany, Literature, Mental Philosophy; one year to complete.

ENROLLMENT AND AVERAGE ATTENDANCE, 1888–'89.

White enrollment—males (resident), 97; females (resident), 115; total, 212. Males (non-resident), 35; females (non-resident), 37; total, 72. Grand total, males, 132 females, 152; total, 284.

Average attendance—males (resident), 62; females (resident), 78; total, 140. Males, (non-resident), 21: females

(non-resident), 24; total, 45. Grand total—males 83; females, 102; total, 185.

Colored enrollment—males, 48; females 52; total, 100.

Average attendance—males, 38, females, 42; total, 80.

EDUCABLE CHILDREN IN CORPORATE LIMITS.

Whites—males, 190; females, 185; total, 375.

Colored—males, 60; females, 65; total, 125.

Grand totals—males, 250; females, 250; total, 500.

COST.

City levy for schools, 5 mills. Teachers' salaries, per month, $430.00. Contingent expenses, etc., $20.00. Total, $450.00 per month.

BUILDING.

Cost per capita, per enrollment, $1.17; cost per capita, per average attendance, $1.66.

The new school building is of brick, three stories high, situated on a lot 167 by 200 feet. It contains ten rooms and an assembly hall. It is heated by a Smeed furnace. The cost of the building was $20,000. The school is furnished with modern appliances in the way of maps, charts, globes, models and desks, etc; the equipment, including the heating apparatus, costing $3,000. The teachers are eight in number, including the principal and music teacher, and are elected annually by the board of control. Teachers' salaries range from $40 to $55 per month, the average being $45 per month. The salary of the principal is $100 per month.

During the public school term all pupils from Copiah county are admitted to the school upon the payment of a contingent fee of twenty-five cents. Pupils from other counties, and non-residents after the expiration of the public school term, are charged $1.50, $2.00, $2.50 and $3.00 per month, according to the grade. The enrollment for the present year is 310.

The teachers are as follows: James A. Perrin, principal; Miss Mattie Barrington, Miss Emma Dodds, Miss Blanche Dunlap, Miss Ida Brittain, Miss Maude Hawkins, Mrs. E. L. Sorsby, Miss Carrie Redding, music teacher.

CRYSTAL SPRINGS GRADED SCHOOL.

H. J. FRY, SUPERINTENDENT.

School building is worth, including the ground, about $900; has four rooms; lot is about one and one-half acres; equipments: globes, plenty of black-boards, maps, physiological reading charts—McGuffey's and Ivison & Co.'s—worth

about $50. We have a Primary, Intermediate and High School Department.

Teachers are elected by board of trustees with recommendation from superintendent. Five teachers; $40 was the salary of each; superintendent's salary, $125 per month.

EIGHT GRADES.—Spelling and Reading and Arithmetic in First Grade; Geography added in the Second; Language added in Third; History in the Fourth; Physiology in Fifth; Mental Arithmetic in Sixth. In High School we taught English History and Literature, Rhetoric and Composition, Arithmetic and Algebra, Book-Keeping, Civil Government and Political Economy, Natural and Mental Philosophy, and Latin.

Levy, five mills; amount, $1,700. Spent in salaries, $2,195. We received about $500 from the county. Incidentals: Coal and wood, $60; janitor, $32. Pupils enrolled, 275 during year; males in corporation, 95; females in corporation, 90; males from county, 42; females from county, 48; 303 white children in corporate limits; 97 colored children in corporate limits. Colored school is not in corporation.

Males: Average attendance in corporation, 82. Females: Average attendance in corporation, 81. Males: Average attendance outside corporation, 35. Females: Average attendance outside corporation, 40.

Pupils outside are admitted free, except incidental fee for each month of fifty cents. Cost per enrollment, about $1.10; cost per annual attendance, about $1.50. This includes all costs.

TEACHERS: Misses Maude Whitehead, Mary Lotterhos, Mattie Linfield, Mattie Scott, Mary Hyland, and Mrs. F. A. Flowers.

The object of the school, as will be seen from our course of study, is not only to ground pupils well in the fundamental branches, but also to prepare boys and girls for the higher classes in our colleges and seminaries. Thoroughness rather than rapid advancement is the aim of our institution. Pupils will be taught to investigate subjects rather than to memorize text-books, and will, as far as possible, be taught to rely upon their own efforts rather than that of the teacher or some more advanced pupils. The higher classes offer special inducements for those wishing to teach or those expecting to take a collegiate course.

The government of the school is mild but firm. Pupils are impressed from the outset that upon themselves will largely depend, not only their advancement, but also the success of the school. Individual effort is relied upon, and pupils are taught that they will be judged by what they do or do not, and not merely what they are seen to do. The effort is to make self-judgment the criterion.

Only teachers of experience and ability are employed in the school. Ample room will be furnished and over-crowding will not be necessary. The good health of the pupils is regarded as essential to their mental advancement.

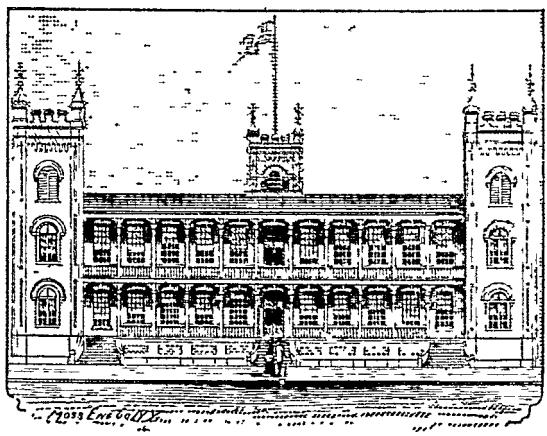
School apparatus in the way of globes and charts have been secured and other appliances will be added as they are needed.

Pupils who reside in Copiah county will be charged no tuition for the time the public schools of the county are open, but all such pupils will be required to pay a contingent fee of fifty cents per month to meet the general expenses of the school during the free school term.

WESSON PUBLIC GRADED SCHOOL.

E. L. RAGLAND, PRINCIPAL.

The Wesson Public school building is built of brick, is two stories with basement, and is ornamented with two handsome towers, one on each of the front corners. The structure cost $12,000, has eight recitation rooms and two study-halls. It is 121 feet long and 60 feet wide. It is located on



a four-acre lot that has just sufficient slope for drainage. The study-halls are seated with patent automatic seats and desks for the accommodation of 600 pupils. Recitation rooms contain only recitation seats, black-boards, teacher's desk, and some necessary equipments.

The several grades are embraced in three departments: Primary, Grammar and High School. The Primary Department consists of 1st, 2d and 3d grades. The Grammar School, of the 4th, 5th and 6th. And the High School of 7th, 8th and 9th.

PRIMARY DEPARTMENT.

FIRST GRADE.—Fall Term: Reading Chart, Primer, Drawing Cards, Number Lessons, Reproduction Exercises, Calisthenics. Spring Term: First Reader, Spelling—oral and written, First Drawing-book, Number-lessons, Reproduction Exercises, Calisthenics.

SECOND GRADE.—Fall Term: Second Reader; Spelling, oral and written, Second drawing-book, Language Lessons, Number Lessons, Penmanship, Oral Geography, Calisthenics. Spring Term: Sup. Second Reader, Spelling, oral and written, Second Drawing-book, Language Lessons, Number Lessons, Penmanship, Oral Geography, Calisthenics.

THIRD GRADE.—Fall Term: Third Reader, Spelling, oral and written, Third Drawing-book, Language Lessons, Primary Arithmetic, Penmanship, First Book in Geography, Calisthenics. Spring Term: Sup. Third Reader, Spelling, oral and written, Third Drawing-book, Language Lessons, Primary Arithmetic, Penmanship, First Book in Geography, Calisthenics.

GRAMMAR SCHOOL DEPARTMENT.

FOURTH GRADE.—Fall Term: Fourth Reader, Spelling, oral and written, Fourth Drawing-book, Primary English Grammar, Intermediate Arithmetic, Penmanship, Second Book in Geography, Calisthenics. Spring term: Sup. Fourth Reader, Spelling, oral and written, Fifth Drawing-book, Primary English Grammar, Intermediate Arithmetic, Penmanship, Second Book in Geography, Calisthenics.

FIFTH GRADE.—Fall Term: Fifth Reader, Spelling, Sixth Drawing-book, English Grammar, Practical Arithmetic, Penmanship, Geography, third book, United States History, third book, Hygiene. Spring Term: Sup. Fifth Reader, Spelling, Seventh Drawing-book, English Grammar, Practical Arithmetic, Penmanship, Geography, third book, United States History, first book. Hygiene.

SIXTH GRADE.—Fall Term: Sixth Reader, Spelling, Eighth Drawing-book, English Grammar and Composition, Arithmetic, National, Penmanship, Geography, fourth book, United States History, second book, Hygiene. Spring Term: Sup. Sixth Reader, Spelling, Ninth Drawing-book, English Grammar and Composition, Arithmetic, National, Penmanship, Geography, fourth book, United States History, second book, Hygiene.

SEVENTH GRADE—Fall Term: Algebra, Elementary; Mental Arithmetic, Penmanship, Free-hand Drawing, Physiology, English Composition, History of England. Spring Term: Algebra, Elementary; Mental Arithmetic, Penman-

ship, Free-hand drawing, Physical Geography, English Composition, History of England.

EIGHTH GRADE—Algebra, Universal; Penmanship, Natural Philosophy, Rhetoric, Latin, 1st Book; Book-keeping, Geometry, Penmanship, Chemistry, Elementary; English Literature, Latin, 1st Book; Civil Government.

NINTH GRADE.—Geometry, Latin, Cæsar and Virgil; English Literature. Trigonometry, Latin, Livy and Horace, Zoology, English Literature, Pedagogics.

The following optional studies may be pursued in the 8th and 9th Grades: French, Mental Philosophy, Geology and Astronomy.

Rate of levy for schools	3½ mills.
Amount of levy for schools	$ 4,675 18
Amount spent for salaries per annum	$ 2,515 00
Amount spent for incidentals	150 00
Amount spent for janitor	72 00
Total	$ 2,837 00

White: Number pupils enrolled, 530; average attendance, 245.

Colored: Number pupils enrolled, 65; average attendance, 45.

Number educable children in corporation, 1250; Number pupils from outside of corporation, 10; Average number pupils from outside of corporation, 8.

Cost per capita of pupils enrolled, per month of 9 months school, 53 cents; Cost per capita of pupils in average attendance per month, $1 08.

FACULTY FOR 1889–'90.

E. L. Ragland, principal; G. W. Robertson, 1st assistant; Miss M. E. Norman, 2d assistant; Miss M. M. Benson, 3d assistant; Miss Myra McGehee, 4th assistant; Miss Lillie Hallam; 5th assistant ——— 6th assistant; Miss Emma Hudgens, 7th assistant.

The Wesson public schools were organized and partially graded a few years since. Until now the school buildings have been insufficient for the attainment of the best results.

A large number of the educable children are employed as operatives in the mills. Necessarily the course of education, with many pupils, is interrupted session after session, in order that they may contribute to the family support.

For the benefit of those who are thus forced to absent themselves from the regular session, a night session of the school was established three years ago and has been maintained four months per annum ever since.

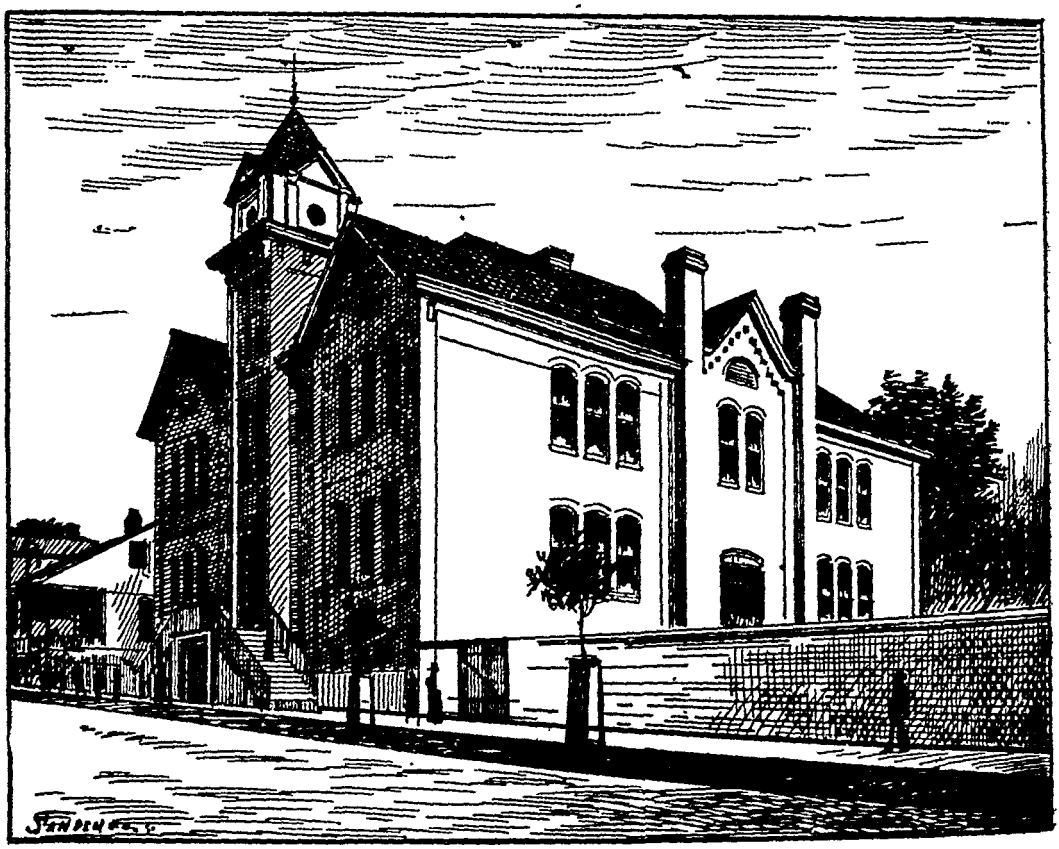
On account of the large number of educable children inside the corporation, and the crowded condition of the school for whites, pupils outside of the corporation have not been solicited.

The new, commodious school building which will soon be completed will afford better educational facilities than Wesson ever before possessed.

VICKSBURG GRADED SCHOOLS.

E. W. WRIGHT, SUPERINTENDENT.

There are four school buildings owned by the city, and one room rented. One of brick—the Main street building—containing eight rooms, superintendent's office and library of reference books. This building is used for the girls' (white)



MAIN STREET PUBLIC SCHOOL.

department. It is thoroughly built and equipped, costing, exclusive of ground and furnishing, $15,000. The Walnut street building for the boys' (white) department is frame, and contains six rooms. The buildings devoted to colored schools contain ten rooms, and principal's office. The Main

street building has the Rutan heating and ventilating system which has given excellent satisfaction.

Value of school property:

Grounds	$ 2,500 00
Buildings	28,000 00
Furniture	2,000 00
Library and apparatus	500 00

City tax levy 4 mills, amount realized about $20,000.

The teachers are elected annually in June to hold positions subject to the will of the board of education.

Number of teachers exclusive of superintendent: Main street building has nine, Walnut street building has seven, all white; Cherry street buildings have eleven, all colored; male principal of Walnut street gets $75 per month; average of salaries for ladies in white schools, $43.33 per month; male principal of colored schools, $75 per month; average of female colored teachers, $34.50 per month; the superintendent receives per annum $1,500, payable in twelve equal payments.

Amount spent for salaries of teachers for 1888-'89	$10,930 80
Amount paid janitors	945 00
Amount paid for fuel	410 60
Cost per month for each pupil enrolled	1 51
Cost per month for each pupil in average attendance	1 74

Educable children in corporate limits: white male, 1,178; female, 1,269; total 2,447. Colored male, 1,953; female, 2,103; total 4,056. Average monthly enrollment (white), male, 198; female, 293; total 491. Average monthly enrollment (colored), male, 248; female, 313; total 561. Average daily attendance (white), male, 170; female, 253; total 423. Average daily attendance (colored), male, 219; female, 295; total 514. Per cent. of attendance (white), 90; per cent. of attendance (colored), 91.

FACULTY FOR 1889–90.

Edmund W. Wright, A. M. (Harvard College), superintendent.

MAIN STREET SCHOOL (GIRLS).

High school, Mrs. Emily Crutcher; seventh grade, Mrs. Susie Barnett; sixth grade, Mrs. Emma Thompson; fifth grade, Mrs. Jennie E. Charles; fourth grade, Miss Jennie Fulkerson; third grade, Miss Mollie Olmsted; second grade, Miss Estelle Coleman; second grade, Mrs. Alice M. Newell; first grade, Miss Juliet Howe.

WALNUT STREET SCHOOL.

HIGH SCHOOL—Seventh Grade, H. F. Simrall, Jr., principal; Sixth Grade, Miss Annie Neal; Fifth Grade, Miss Rosa Beall; Fourth Grade, Miss Mollie Geary; Third Grade, Miss Willie Lake; Second Grade, Miss Josephine Keller; First Grade, Miss Laura L. Stiles.

CHERRY STREET SCHOOL (FOR COLORED PUPILS).

W. H. Reynolds, A. B., principal, with ten female assistants.

The buildings are connected by telephone with superintendent's office, and are well furnished with maps, globes, etc. The teachers are earnest, faithful, interested, and studious of better methods. The course of study is under advisement with the aim to make it fully in accord with the best educational practice of the day.

Ten young ladies received certificates on completing the course of study. Also one boy from Walnut street on recommendation of his teacher.

CHERRY STREET SCHOOL.

This school has been under the charge of the superintendent, and has received his careful consideration. Decided progress has been made in many directions; the outlook is good.

GENERAL REMARKS.

It is sincerely hoped that the board may clearly see its way towards establishing a session of uniform length—nine months if possible—that the superintendent may better plan the work of the schools, and that the teachers may know the amount of their yearly earnings, the lack of which knowledge is often a source of serious embarassment in their plans for self-improvement.

		BOYS.	GIRLS.
Grade 1	Average age,	7½ yrs.	6½ yrs.
Grade 2	"	8¼ yrs.	8 yrs.
Grade 3	"	10 yrs.	10½ yrs.
Grade 4	"	11⅔ yrs.	10½ yrs.
Grade 5	"	13 yrs.	12 yrs.
Grade 6	"	13½ yrs.	13 yrs.
Grade 7	"	14 yrs.	14 yrs.
Grade 8, (high school)	"	14¼ yrs.	15½ yrs.

EXAMINATIONS AND PROMOTIONS.

Examinations of all pupils have been held at judicious intervals, and great care has been exercised to make these

tests useful in fixing the essentials of the branches of study; arrangements for final examinations and promotions have been carried out, and certificates given to those who earned them; to earn these certificates shows the ability to do the higher grade work successfully. Going up under other circumstances is harmful in every way.

Institutes for the teachers have been held every second Saturday of each month, which have been well attended, and have resulted in greater interest in school-work and a better appreciation of the means and methods of instruction.

SUPPLIES.

The schools are now well supplied with maps, globes, and some good reference-books through the liberality of the board.

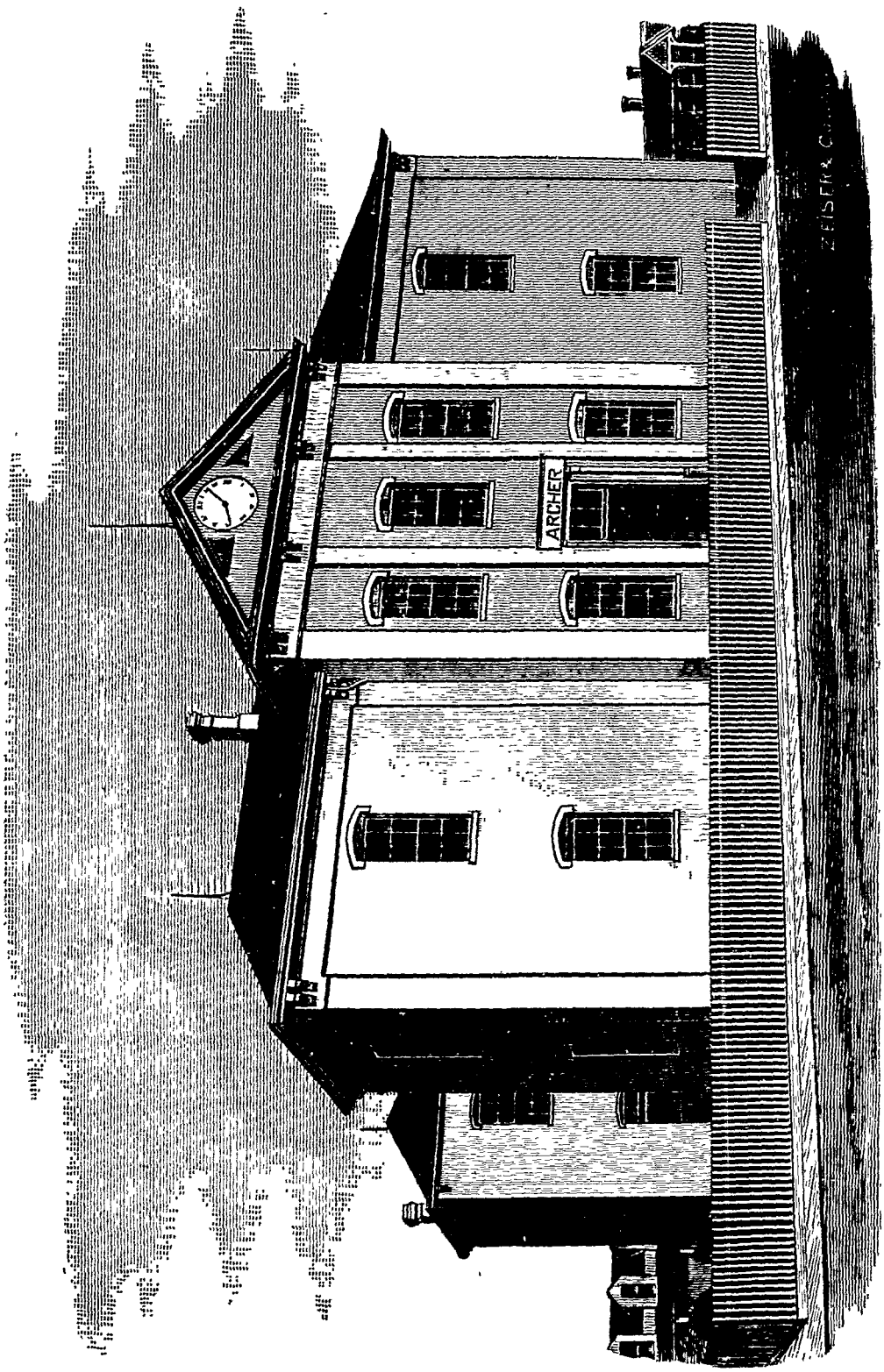
HISTORICAL SKETCH OF VICKSBURG PUBLIC SCHOOLS.

The schools were opened in 1845, supported for a year by the Mechanic's Mutual Benefit Society, the Odd Fellows, and the Masons. The following year the mayor and board of councilmen levied a tax for the support of the schools, and two schools, one for boys, the other for girls, were maintained four years by said tax, still aided by the associations mentioned above. In 1850 the old building of the Main street school was bought for a joint school of boys and girls. Dr. J. G. Holland, afterwards a well known author and editor, came from Boston to take charge of the school. It opened with about 120 pupils, nearly equally divided as to sex. From Dr. Holland's time to the present, except during the war, the schools have had excellent instructors, and have steadily gained in numbers and influence. They are supported by a tax levied by the city of Vicksburg, which took the initiative in establishing public schools, although before the arrival of Dr. Holland the Natchez public school had been opened. After the war the schools were opened again. April, 1886, the old Main street building was pulled down and the present one erected on the same site, and opened was September, 1887. The boys' building on Walnut street was completed and opened December, 1886. The school for colored children began shortly after the war, and in the fall of 1888 was put under the charge of the present city superintendent.

GREENVILLE PUBLIC SCHOOLS.

E. E. BASS, SUPERINTENDENT.

We have a two-story brick building, containing one large hall 30x60 feet, and ten recitation rooms about 24x25 feet.



The original plan was for an H building having a large study hall on each floor with four recitation rooms (one at each corner) opening into it. This plan was for the time abandoned for want of means, and the rooms on north end were not built until this fall and are now about completed. The entire building is well lighted and ventilated. It might be

much improved, yet as a whole it is very convenient and comfortable.

The cost of building, very nearly $10,000; yard, 150x240 feet; coal and well-house, and a shed constructed by the boys for gymnasium, which is not yet very well fitted up.

Black-boards made of cement extend around every room. The entire building is furnished with patent seats and desks of oak. Upper floor, individual desks; lower, double; cost, $1,000.

We have two complete sets of maps, one large one of Mississippi River; two reading charts, two sets of bloks and other Kindergarten materials. Besides the above, the school, from its own resources, has bought a library of 200 books, chemicals and apparatus sufficient for all text-book work, and some physical apparatus, and we have quite a beginning for a museum. Also have an organ for assembly hall.

The Y. M. C. A. of our city have kindly granted us the use of two large globes and a magnificent microscope, from which we are obtaining much benefit.

II. The teachers are elected annually by the board of trustees; a principal and nine assistants; highest salary, $75; lowest, $40; average, $56.87½: principal, $1,200.

III. Entire school divided into nine grades; each grade, except eighth and ninth, again divided into classes A and B.

Grades one, two and three constitute primary school. It embraces: 1. Reading charts and first, second and third readers, supplementary work: 2. Number work, including four fundamental operations applied to whole numbers and fractions. 3. Oral geography. 4. Oral language lessons. 5. Writing and drawing. 6. Object lessons. 7. Motion, songs and drills.

Grades fourth, fifth, sixth and seventh constitute grammar school, with following work to be done:

1. Reading, fourth and fifth books, supplemented with classics for young people. 2. Mental and written arithmetic, completed. 3. Geography, U. S. history, finished, map work in colors. 4. Physiology. 5. Elements of algebra. 6. Botany from nature. 7. Writing and drawing.

Grades eighth and ninth, high school work:

1. Resume of U. S. History with Civil Government. 2. English history with English and American literature. 3. Business arithmetic with algebra and geometry. 4. Physics and chemistry with laboratory work. 5. Botany, zoology and physiology, with microscopic studies. 6. Writing business forms, elements of book-keeping, drawing from objects. 7. Latin, German, reader and Cæsar and Virgil. 8. Rhetoric.

Entire school sing and are taught elements of music; all

are drilled in composition, elocution and calisthenics. French and German are extra and are taught out of school hours.

	BOYS.	GIRLS.	
Number enrolled 1888-89	205	176	381
Number remaining at close	175	148	323
Average attendance daily			315
Number suspended	1	1	2

City school tax 1¼ mills.

Salaries for school teachers, white, 1889-90	$4,840 00
Janitor and other expenses	200 00
Coal	90 00

AVERAGE AGES.

Grade 1	6⅞ years.	Grade 6	12 years.
Grade 2	7½ years.	Grade 7	13¼ years.
Grade 3	8½ years.	Grade 8	14 years.
Grade 4	9½ years.	Grade 9	15⅓ years.
Grade 5	11 years.		

Enrolled October, 1889, first month, 179.

COLORED SCHOOLS.

I. Two-story frame; six rooms; cost $3,500; yard 200x150 feet.

II. Teachers elected by board of trustees annually; principal with five assistants; salary, principal, $1,000; each assistant, $35 per month.

III. Six grades, teaching the regular public school studies; physics and composition.

	BOYS.	GIRLS.	
IV. Number pupils enrolled	198	247	445
Average attendance			375

Amount paid teachers	$ 2,350 00
The estimated current, 1889-90, expenses for both schools, including late improvements	10,000 00

FACULTY FOR 1889–90.

WHITE SCHOOL.—E. E. Bass, Principal; Miss Christian, First Assistant; Miss Darling, Second Assistant; Miss Easley, Third Assistant; Miss Stern, Fourth Assistant; Mrs. Young, Fifth Assistant; Miss Finley, Sixth Assistant; Miss Trigg, Seventh Assistant; Miss Johnston, Eighth Assistant.

COLORED SCHOOL.—A. G. Pearce, Principal; Miss Williams, First Assistant; Mrs. Harvey, Second Assistant; Mrs. Blackmna, Third Assistant; Mrs. Pearce, Fourth Assistant; Mrs. Lewis, Fifth Assistant.

COLUMBUS PUBLIC SCHOOLS.

The public schools of Columbus have ample grounds for their school building. The lot on which the white school is situated is 310 feet by 465, and is very conveniently located. This building, for a number of years, consisted of two brick structures of four rooms each, but within the past decade the growth of the school was such that two additional rooms had to be built. These, however, were soon filled, and last year our city board commenced a large twelve-room brick L building, eight rooms and a hall, capable of seating 600 persons, now complete and occupied. This, costing $16,000, is paid for.

With $6,000 additional the building can be completed, and will then have the capacity for accommodating 600 pupils. It is furnished with the best patent desks. This school, known as the Franklin Academy, is, perhaps, the oldest free school in the State, Established in 1821, and endowed with the 16th section of land, on which the larger part of the city is situated, it has furnished tuition free alike to the rich and the poor for the past sixty-eight years. And with the greatly increased interest now taken in the school, the largely increased patronage, and its improved accommodations, it is evidently entering upon a new epoch of prosperity and usefulness.

The colored school is situated on a lot 310 feet by 155 feet. The building has eight rooms and can seat 500 pupils. This school has had a nine-months' session ever since its establishment soon after the war, except one year, when it was continued only seven months. It has furnished nearly all the colored teachers for the public schools in the county, and many to the surrounding counties.

The colored children of Columbus have school advantages equal to those given to the whites. The white people cheerfully support this school, and some of the most prominent citizens encourage the teachers and pupils by their visits and attendance at examinations and public exercises.

COURSE OF STUDY.

First Grade.—Charts, three; First Readers, Writing in Script and Counting; Test for promotion is ability to read any First Reader reading.

Second Grade.—Three Second Readers, Technical Writing, Oral and Written Spelling, Writing from Dictation and Appleton's "Numbers Illustrated." Test for promotion is ability to read at sight any Second Reader reading, to write from dictation short, easy sentences, to write and read numbers up to 100,000, to add, subtract, multiply and divide mentally small numbers, and to illustrate with objects.

Third Grade.—Two Third Readers, Written and Oral Spelling, Dictation and Technical Writing, and Written Arithmetic through Addition and Subtraction. Test for promotion is to read any of the Third Readers passed over, to write from dictation short complex or compound sentences, to write and read numbers, and to add and subtract in Written Arithmetic.

Fourth Grade.—Two Third Readers, Oral and Written Spelling, Dictation, Technical Writing and Arithmetic through long division. Test for promotion is ability to read any Third Reader reading, to write from dictation short sentences from Third Readers, and to divide in both long and short division.

Fifth Grade.—Fourth Reader, Oral and Written Spelling, Dictation, Technical Writing, Arithmetic through Common Fractions, Primary Geography. Test for promotion in this and succeeding grades is sixty-five per cent. at written examinations held at the end of every three months on the subjects studied.

Sixth Grade.—Fourth Reader, Oral and Written Spelling, Dictation, Technical Writing, Language Lessons, Part I, Geography, Federal Money, Common and Decimal Fractions.

Seventh Grade.—Fifth Reader, Oral and Written Spelling, Language Lessons, Part II, Dictation, Technical Writing, Denominate Numbers, Fractions reviewed, and three months in each of the following: Morse's Zoology, Physiology and Youman's First Book in Botany, and Free Hand Drawing.

Eighth Grade.—U. S. History, Physiology or Latin, Graded Lessons in English, Kennedy's "What Words Say," Technical Writing, Robinson's Intellectual Arithmetic, Free Hand Drawing, Appleton's Numbers Applied completed, Miss Youman's Second Book in Botany.

Ninth Grade.—Reed and Kellogg's Higher English to Complex Sentences, "What Words Say," Physiology or Latin, Higher Arithmetic, Algebra, Drawing and Technical Writing.

Tenth Grade.—High School Arithmetic reviewed and completed, Algebra to Equations of Second Degree, Reed and Kellogg's Higher English completed, Cæsar and Collar's Practical Latin Composition, Robinson's Intellectual Arithmetic.

AVERAGE AGE IN YEARS.

	GIRLS.	BOYS.	TOTAL.
1st Grade	6.7	7.75	6.7
2d Grade	8.8	8.77	8.785
3d Grade	9.5	9.8	9.65
4th Grade	10.8	10.4	10.6
5th Grade	12.2	11.3	11.75

	GIRLS.	BOYS.	TOTAL.
6th Grade	11.75	11.7	11.72
7th Grade	12.6	12.7	12.65
8th Grade	13.6	14.25	13.92
9th Grade	14.1	14.13	14.11
10th Grade	15.2	15.5	15.35

STATISTICS.

City levy 3 mills	$ 4775 80
Amount spent for salaries	8805 05
Incidentals	600 00
Cost of new school building	16,000 00
Whites enrolled in Columbus School District:	
Whites—Males	325
Whites—Females	324
Colored—Males	326
Colored—Females	375
Total White	649
Total Colored	701
Total both races	1350
Average attendance:	
Whites—Males	146
Whites—Females	205
Total	351
Colored—Males	180
Colored—Females	198
Total	378
Total both races	729

Columbus School District comprises Township 18. In the township there are about 2500 educable children—1250 colored and 1200 whites.

*Pupils from the county admitted free of tuition, except for five months; which is paid by county. Pupils from outside county are charged $2.00 per month. Cost of pupils per capita enrolled and in average—

Each enrolled	$ 6 50
Each in average attendance	12 07

FACULTY FOR 1889–'90.—J. M. Barrow, principal; Mrs. L. E. Eagar, teacher and assistant principal in girl's department; Prof. S. M. Nash, teacher and assistant principal boy's department; Miss J. E. Worthington, Mrs. Lizzie Hale, Miss Lula Fort, Miss Blannie Shields, Miss Mary

* About 50 pupils from county outside township, attended city schools last school year.

Mayo, Miss Annie Hale, Miss Ruth Koger, Prof. J. W. McElroy, teachers; supply, Miss Lula Fitzpatrick.

Teachers in colored schools: W. I. Mitchell, assistant principal and teacher; Miss Anna Gleed, H. B. Brothers, Miss Lula Gilmer, Mrs. Moody, Mrs. Hattie Johnson, Miss Lula Roberts, Miss McDonald, Emanuel Boyd, teachers.

GRENADA PUBLIC SCHOOL, 1888–'9.

H. J. PHILLIPS, PRINCIPAL.

To fairly report the school of 1888–'9 would be impossible. The building then in use was old and very much dilapidated. It had four small rooms, poorly provided with seats, and no illustrating apparatus. Laboring under these and other difficulties still more formidable, the success of the school was a surprise even to its most sanguine friends.

There was a steady growth in attendance and interest throughout the term. Beginning with thirty pupils and two teachers, the enrollment of the term was 157. The teaching force was just doubled.

To systematize and grade a school so constantly expanding, was difficult; but although the work could not then be thoroughly done, it rendered the grading of the present term much more satisfactory.

The patrons and friends who had assembled to witness the closing exercises, knowing well the difficulties that had been encountered, expressed themselves as most agreeably surprised that the school had done so much.

Three trustees, appointed by the board of aldermen, elect the teachers. The course of study embraced six grades.

First Grade.—First Reader, Numbers, Oral Language, Drawing, Script Speller.

Second Grade.—Second Reader, Numbers, Language Lessons, Primary Geography, Script Speller.

Third Grade.—Third Reader, Rudiments of Arithmetic, Elementary Geography, Language Lessons, Spelling, Drawing.

Fourth Grade.—Fourth Reader, Rudiments of Arithmetic, Elementary Geography, Grammar, Physiology, Spelling, Drawing, Writing.

Fifth Grade.—Fifth Reader, Practical Arithmetic, Geography, United States History, Grammar, Spelling, Writing.

Sixth Grade.—United States History, Geography, Higher Lessons in English, Algebra, Arithmetic, Spelling, Writing.

EXPENSES.

Salaries of teachers	$1,692 45
Coal	37 85
Incidentals	11 00
Total	$1,741 30

ENROLLMENT AND ATTENDANCE.

No. enrolled—males, 87; females, 70; total, 157. Average daily attendance—males, 51; females 37; total, 88. No. educable children—males, 137; females, 172; total, 309. Average cost of tuition per month, $2.25.

AMOUNT OF SALARIES.

Highest (principal's) salary, per month	$100 00
Lowest salary, per month	25 00
Average salary, per month	55 00

TERM OF 1889–'90.

Before closing, notice should be taken of the enlarged opportunties for education Grenada now offers. At a cost of $11,000 she has just finished an imposing brick structure of eleven rooms. It is a model in design and construction. Furnished throughout with patent seats of the most approved type, only illustrative apparatus is lacking to put us on a level with the best equipped schools of the land. H. J. Phillips, principal; Miss M. C. Lusk, Mrs. M. E. Ayers, Miss Mattie Ballard, Miss Blanche Winter, assistants; Miss Belle Thomas, music teacher, compose the faculty of the present term.

During the six weeks of the present term, the school has grown from 115 pupils on the first day, to 210.

A special department of music is an attractive and successful feature of the new term. The outlook for the cause of public instruction in Grenada is most promising. Her facilities will soon be second to none in the State. That this is so, is due alike to the enterprise of her officials and the public spirit of her citizens.

COLORED SCHOOL.

Last year the school was taught in the basement of a church (colored). This, like the building of the whites, was wholly inadequate to the demands of the school. Good results were obtained, and the faculty was re-elected for 1889–90.

ENROLLMENT AND ATTENDANCE.

	MALES.	FEMALES.	TOTAL.
No. educable children	112	193	305
No. enrolled during term	93	153	246
Average daily attendance	49	68	118
No. teachers	2	1	3

This term, the colored school occupies a handsome new two-story building, of six rooms and a main hall. A full corps of competent teachers has been provided, and the school is doing a work that cannot fail to be highly satisfactory to the colored people.

ABERDEEN GRADED SCHOOL.

MRS. ANNIE T. SALE, PRINCIPAL.

The faculty consists of one superintendent and eight teachers, all female, for white school. Colored school, one principal and five teachers, three male and three female.

The whites own no building, but rent. They have in progress a school-house that will cost about $30,000.

The colored school building and one acre of ground is valued at $3,000.

Teachers are elected by the board of trustees, and they (the trustees) are elected by the board of aldermen.

SALARIES.

Principal white school	$ 75 00	per month.
Teachers white school, each	50 00	"
Aggregate for principal	675 00	
Aggregate for teachers, (8)	3600 00	
Janitor's salary	180 00	

COLORED SCHOOL.

Principal's salary	$60 00	per month.
1st assistant's salary	40 00	"
2d assistant's salary	35 00	"
3rd assistant's salary	30 00	"
4th assistant's salary	30 00	"
5th assistant's salary	30 00	"

City levy, 3 mills	$3,000 00
State distribution	2,100 00
License (whisky)	1,100 00
Total	$6,200 00
White school-house rent	$500 00
Pro rata of county superintendent's salary	130 00
Coal fund, repairs, etc., about	70 00

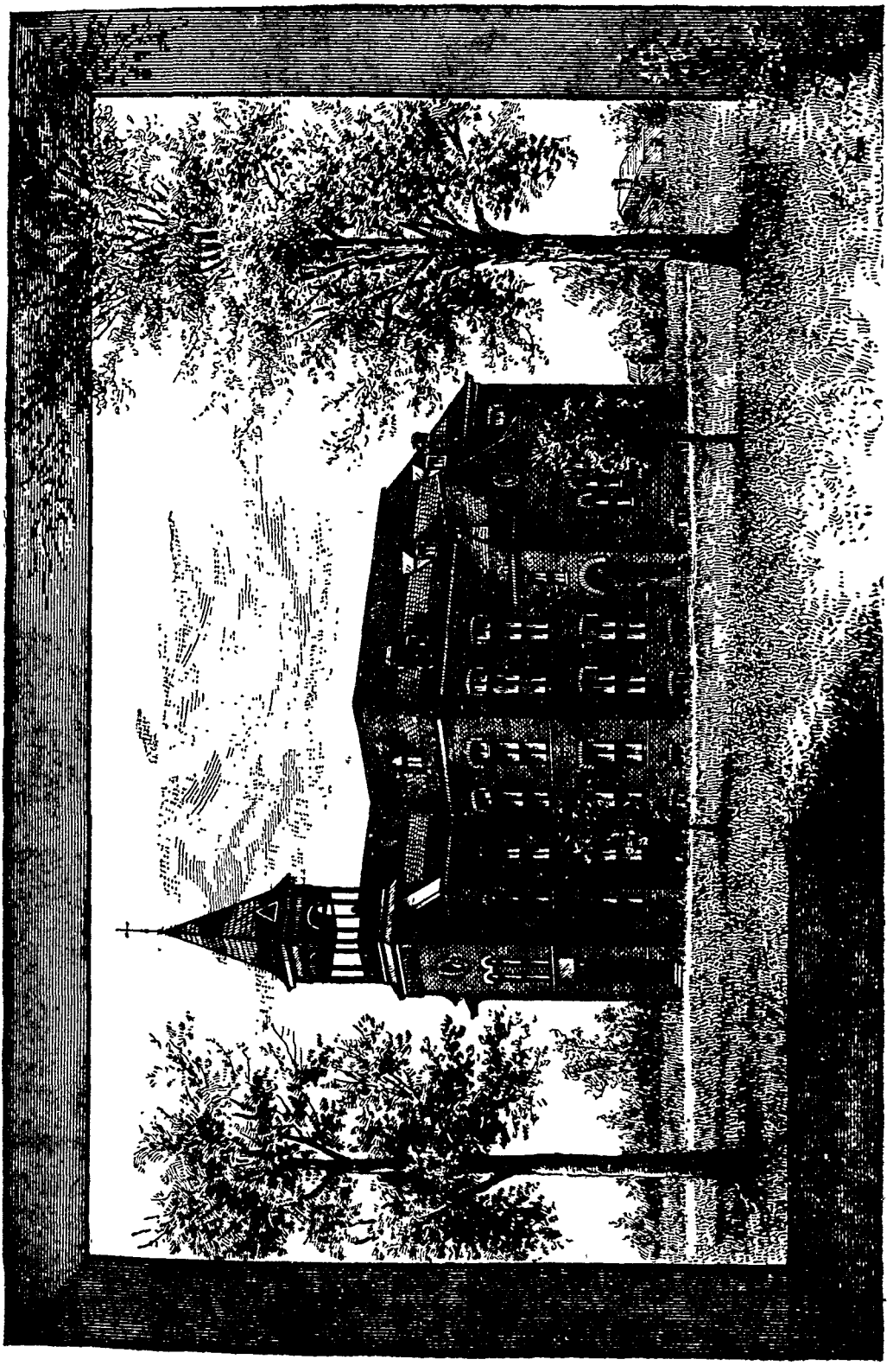
No. of white pupils enrolled: Boys, 112; girls, 124; total 236. No. of colored pupils enrolled: Boys, 91; girls, 142; total 233.

I am glad to state the school is progressing finely. The teachers are enthusiastic in their work, and the pupils tractable.

WEST POINT PUBLIC GRADED SCHOOLS.

T. J. WOOFTER, SUPERINTENDENT.

The schools of this town were consolidated and the work



of grading begun in the fall of 1888. A magnificent school building was completed that year, costing, grounds and all, $20,000. It stands in a square lot of 3 acres, is finely and substantially finished inside and out; has four regular school rooms, two music rooms, and a library room down stairs, with a large hall, two school rooms, two art rooms, and superintendent's office up stairs.

It is well supplied with the best of desks and blackboards, and the trustees are now receiving bids to furnish apparatus, such as maps, globes, reference-books, etc. A library of standard literature will probably be added next year.

Besides this there are two other school buildings, one for the primary department and one for the colored school.

There are seventeen teachers engaged, thirteen white teachers, including music and art teachers, and four colored teachers.

The lowest salary paid is $20, the highest $85, the average $50. The superintendent's salary is $150.

Elocution, drawing and painting, vocal and instrumental music are fully taught in their respective departments.

COURSE OF STUDY (ADOPTED SEPT., 1889).

PRIMARY.

First Grade—Reading: Chart, Primer, First Reader; Spelling: From reading; English: Object Lessons, Oral Language Lessons; Mathematics: Number work, 1 to 10, with objects and tables; Other subjectss; Writing, Drawing.

Second Grade—Reading: Second Reader, Nature Reader; Spelling: From Reader and Word Primer; English: Oral Language Work; Mathematics: Number work objectively, multiplication and division to 10's with practice; Geography: Oral Lessons; other subjects; Writing, Drawing.

GRAMMAR.

Third Grade—Reading: Third Reader, Nature Reader; Spelling: Word-Book; English: Language Lessons, I; Mathematics: Arithmetic, Primary; Geography: Elementary; History: Oral Lessons in History; other subjects; Writing, Drawing.

Fourth Grade—Reading: Fourth Reader, Nature Reader; Spelling: Word-Book; English: Language Lessons, II; Mathematics: Arithmetic, Primary; Geography: Elementary; History; Oral Lessons; other subjects; Writing, etc., Oral Science.

Fifth Grade—Reading: Fifth Reader, Supplementary reading; Spelling: Word Lessons; English: Elementary Grammar; Mathematics: Arithmetic, Practical; Geogra-

phy: Higher; History: Primary, United States; other subjects; Writing, etc., Elementary Science.

Sixth Grade—Reading: Sixth Reader, Choice selections; Spelling: Word Lessons; English: Higher English; Mathematics: Arithmetic, Practical; Geography: Higher; History: Advanced, United States; other subjects; Writing, etc., Physiology.

HIGH SCHOOL.

Seventh Grade—Reading: Reading, course from Library; Spelling: Pronunciation, Diacritical marks, etc.; English: Higher English; Mathematics: Arithmetic, Higher, Elementary Algebra; Geography: Physical; History: Advanced United States; other subjects: Physiology, Botany, Latin.

Eighth Grade—Reading: From Library; Spelling: Word Analysis; English: Rhetoric; Mathematics: Arithmetic, Higher Algebra, Geometry; Geography: General information; History: General History; other subjects: Philosophy, Latin.

Ninth Grade—Reading: With literature; English: Literature, English and American; Mathematics: Algebra, Trigonometry, Mensuration; History: Civil Government; other subjects: Book-keeping, Latin.

STATISTICS.

In this the report cannot be made as full as it should be. As far as the records go, they show for the year 1888–'89 as follows:

Average attendance.	White.	Colored.	Total.
Male	168	97	265
Female	187	107	294
Totals	355	204	559
Educable children in corporate limits:			
Male	241	240	481
Female	244	250	494
Totals	485	490	975

Rate of city levy for schools	3½ mills.
Spent for salaries	$ 570 00
Spent for incidentals	350 00

FACULTY 1889–'90.

T. J. Woofter, principal and superintendent.

Assistants—J. W. Osburn, Miss Sarah E. Nicholls, Miss Ella Farmer, Miss Medora C. Hill, Miss Ida A. Freeman, Mrs. Nannie E. Lavelle, Miss Emily G. Dunklin, Miss Min-

nie Robinson, Miss Sallie Anderson, Mrs. Susie Williams, Mrs. Ivy, Mrs. Smither.

Prior to 1888 West Point had separate schools for girls and for boys. Desiring to have a graded system of public schools more fully abreast with the times, the people voted to issue bonds to build a suitable building, which was done.

In May, 1888, the corner-stone of the present magnificent building was laid, and in September the first term of school was opened.

A small brick building on the lot was fitted up for the primary school, and the old male academy was given to the colored school. Prof. S. Frontis, of North Carolina, was selected to organize the first system. He had much pioneer work to do but resigned at the close of the first year. After much deliberation the present corps of teachers was placed in the schools, a new course of study adopted, the schools closely graded, and a very promising outlook secured.

It is the aim of this school to be second to none in the State. The school sentiment of the town is excellent, the people cultured and progressive. Then, with a superior course of study, admirable discipline, and true professional teaching, all of which the school hopes to obtain, it will take its position along with the best schools in the State.

YAZOO CITY PUBLIC SCHOOLS.

J. H. LECKEY, SUPERINTENDENT.

SCHOOL BUILDINGS, (WHITE.)

Male No. 1—Cost, $3,000; Rooms, 4; Size of lot, 150 by 300 feet.

Female No. 1—Cost, $1,800; Rooms, 3; Size of lot, 75 by 150 feet.

COLORED SCHOOL.

Male and Female, No. 2—Cost, $1,200; Rooms, 5; Size of lot, 75 by 150 feet.

EQUIPMENTS.

Male No. 1—Desks, 50; cost, $250; maps and charts, cost, $60; total, $310. Female, No. 1—Desks, 40; cost, $200; maps and charts, cost, $60; total, $260. School No. 2—Desks, 40; cost, $200; maps and charts, cost, $60; total $260. Total for equipments, $830.

TEACHERS.

Teachers are elected by the School Trustees, who are appointed by the City Council, seven white and six colored.

SALARIES—White teachers—highest, $75 per month; lowest, $35; average, $45. Colored teachers—highest, $60 per month; lowest, $25; average, 37. Salary of Superintendent, $130 per month for session of 9 months.

COURSE OF STUDY AND GRADING.

The session begins first Monday in September and ends June 1st, and is divided into two terms—1st term from first of session to Christmas, (about 4 months); 2d term from January 1st to June 1st (5 months).

FIRST YEAR'S WORK—1st Term: 1st Primary Grade—Reading from Chart and Primer, Printing and Drawing, Learn the sound of the letters; Numbers, combinations from 1 to 50; Learn to make the thirteen short letters in script.

2d Term: 2d Primary—Reading, 1st Reader; Spelling, 1st 26 pages of Word Primer; Arithmetic, 1st Book to page 30; Writing, learn to make the Semi-extended and Loop Letters in Script, also to write Script exercises and written spelling in Word Primer.

SECOND YEAR—1st Term: 3d Primary Grade—Reading, 2d Reader; Spelling, 50 pages of Word Primer; Arithmetic-1st Book to page 54; Writing, learn to make Capital Letters, to space letters in words and words in sentences, also the written exercises in written spelling.

2d Term: 4th Primary Grade—Reading, 2d or Supple, mentary Reader; Spelling, 1st 73 pages in Word Primer; Arithmetic, 1st Book to page 78; Writing, Script exercises furnished by the teacher and in written spelling; Language Lessons.

THIRD YEAR—1st Term: 5th Primary Grade—Reading, 3d Reader; Spelling, Word Primer completed; Arithmetic, 1st Book to page 128; Geography, 1st Lessons; Writing, Script exercises by the teacher and written spelling; Language Lessons.

2d Term: 6th Primary Grade—Reading, 3d or Supplementary Reader; Spelling, Word Primer reviewed. Arithmetic, 1st Book to page 140; Writing, Spencerian Copy-book No. 2; Geography, 1st Lessons completed.

INTERMEDIATE AND LOWER GRAMMAR GRADES.

FOURTH YEAR—1st Term: 1st Intermediate Grade—Reading, 4th Reader; Spelling, First four months in Word Book; Arithmetic, complete to Property of Numbers: Geography, Primary to Canada; Writing, Spencerian Copy-book No. 4, and written spelling.

2d Term: 2d Intermediate—Reading, 4th Reader; Spelling, complete first year's work in Word Book; Arithmetic, to fractions and review; Geography, Primary completed; Writing, Copy-book No. 5, and written spelling.

FIFTH YEAR—1st Term: 1st Grammar Grade—Reading, Supplementary Reader; Spelling, First four months, 2d year's work in Word Book; Arithmetic, Common Fractions; U. S. History, Primary to Part II, and Geography in connection with it; Writing, Copy-book No. 6, also written exercises in spelling and English Grammar; English Grammar, Graded Lessons to Lesson 39.

2d Term: 2d Grammar Grade—Reading, Supplementary Reader; Spelling, 2d year's work in Word Book completed; Arithmetic, Decimal Fractions and review of Common Fractions; U. S. History, Primary completed; English Grammar, Graded Lessons to Part II; Writing, Copy-books 5 and 6, also written exercises in Spelling and in English Grammar.

SIXTH YEAR—1st Term: 3d Grammar Grade—Reading, 5th Reader; Spelling, 3000 Practice Words; Arithmetic, Denominate Numbers; Geography, Advanced to Canada; English Grammar, Parts of Speech subdivided to Lesson 89; Writing, Copy-book and written exercises in Spelling and in English Grammar.

2d Term: 4th Grammar Grade—Reading, 5th Reader; Spelling, 3000 Practice Words completed; Arithmetic, Measurements and reviews; Advanced Geography completed; English Grammar, Graded Lessons completed; Writing, Copy-book and exercises.

HIGHER GRAMMAR AND HIGH SCHOOL GRADES.

Fifth Grammar Grade.

SEVENTH YEAR'S WORK—First Term: Reading, 6th Reader with drills in articulation, etc.; Ayres' Orthoepist, commenced; U. S. History, condensed to the Revolution; English Grammar, Higher Lessons to lesson 51; Arithmetic, per centage to stocks.

2d Term: Reading, 6th Reader; Ayres' Orthoepist completed; U. S. History to the war of secession; English Grammar, Higher Lessons, to parts of speech subdivided; Arithmetic to Involution.

EIGHTH YEARS' WORK—1st Term: 6th Grammar Grade—Etymology, Swinton's commenced; English Grammar, parts of speech subdivided; U. S. History completed; Algebra, Primary through equations of 1st degree; Latin Grammar, Bingham's commenced.

2d Term: Etymology completed; English Grammar completed; General History to middle ages; Primary Alge-

bra completed; Physiology complete; Latin Grammar complete.

NINTH YEAR'S WORK—1st Term: 1st High School Grade—English Literature commenced; General History to Modern History; Natural Philosophy to chapter IV (Cooley); Geometry, plane; Latin, Bingham's Reader.

2d Term: 2d High School Grade—English Literature completed; General History completed; Natural Philosophy completed; Geometry Solid; Latin, Cæsar.

REMARKS—The studies embraced in this course are so arranged as to give the pupils only five studies, including writing, at any one time.

STATISTICS.

		BOYS.	GIRLS.
Grade 1	Average age,	7⅔ years.	8 years.
Grade 2	"	8 years.	9 years.
Grade 3	"	9⅓ years.	9¾ years.
Grade 4	"	9½ years.	10 years.
Grade 5	"	12 years.	11⅓ years.
Grade 6	"	12½ years.	13 years.
Grade 7	"	13⅔ years.	14 years.
Grade 8	"	16 years.	16 years.

Rate of city levy	3½ mills on the $1 00
Amount of city levy (net)	$4774 30
Total income of schools from this and other sources	6493 00

AMOUNTS SPENT.

Salaries	$5,410 00
Incidentals (repairs, etc.)	167 00
Maps and charts	162 00
Coal	135 00
Janitors	112 50

ENROLLMENT, AVERAGE ATTENDANCE, ETC.

	Males.	Females.	Total.
White pupils enrolled	97	117	214
White pupils, average attendance	65	90	155
Colored pupils, enrolled	127	152	279
Colored pupils average attendance	82	93	175
Educable children in corporate limits			871

Twenty-four white pupils enrolled from outside the corporation; eleven colored pupils enrolled from outside the corporation.

Pupils outside of corporate limits are admitted, when they pay $1 a month tuition in lower grades, and $2 in higher.

FACULTY FOR 1889–'90.

J. H. Leckey, Superintendent; W. R. Jones, principal of male school No. 1; Misses S. C. Battaile, 1st assistant, and Ada B. Calhoun, 2d assistant; Miss Mary North, principal, female No. 1; Miss Mary Montgomery, 1st assistant; Mrs. L. M. Dyer, 2d assistant.

COLORED.

James Porter, principal, school No. 2; P. A. Wardlaw, 1st assistant; Maggie Williams, 2d assistant; Jennie Woolfolk, 3d assistant; Bettie Murdock, 4th assistant.

BRANDON SCHOOLS.

There are in Brandon two school buildings for whites, and one for blacks.

The building occupied by Brandon Female College is the property of the township. It is a two-story brick building, with one large room on each floor, and one recitation and one music soom. The building is worth $1,000. The equipments are meagre. There are some four or five acres in the lot, covered by a beautiful grove of native trees.

The male school is conducted in a one story frame house, containing two rooms, capable of seating comfortably sixty pupils. The house is worth $500, and the property of the county. The lot contains about five acres.

The building for the colored school contains only one room, worth $350. The lot contains ten acres.

The schools are not graded, but classed as advantageously as possible. The female school is a chartered institution, and has graduated a great many girls, having been under the management of Miss F. A. Johnson for a quarter of a century.

The teachers for these schools are selected by a board of school trustees, and their salaries are fixed by same board, subject to approval by board of mayor and aldermen.

The principals of the white schools get $50 per month and assistants, $30. We have a very economical board. They are following the drift of the old Deacon's prayer, who said, when praying for his pastor: "Lord, keep him humble and we will keep him poor." The board has never spent a cent on apparatus of any kind. Never pays any incidentals, except repairs on building. The fuel is furnished by charging an incidental fee.

The studies pursued, embrace almost the whole range of English, with Latin, French and Music.

The levy for city schools is 3 mills. The amount of taxable property is $171,000.

The amount paid in salaries to white teachers is $160 per month; to colored about $40.

Pupils from outside of corporation attending city schools pay tuition, except for four months, when they are admitted to city schools upon the basis of the average paid in the county, which amount is paid into the city treasury by the county. Those pupils who study branches not embraced in free school curriculum, pay extra for such studies, which when collected is prorated—a part to teachers and the balance turned into city treasury.

The enrollment for present session is: female, white, 80, average 65; male white, 55, average 45. Colored male and female, 65, average 50. Educable children in corporation: female, 110; male, 54. Colored male and female, 75. Outside corporation: female, 25; male, 20. Colored male and female, 40.

FACULTY FOR SESSION OF 1889–'90.

Miss F. A. Johnson, principal; Misses Lillie Cole, Estelle Whitfield and Mrs. Lucy Britt, music teachers. Of these, none but Misses Johnson and Cole draw from public fund.

Male school—T. E. Lamb, principal; Mrs. M. Henry, assistant.

Colored School—Prof. Hicks, principal; no assistant has been employed as yet.

MERIDIAN GRADED SCHOOL.

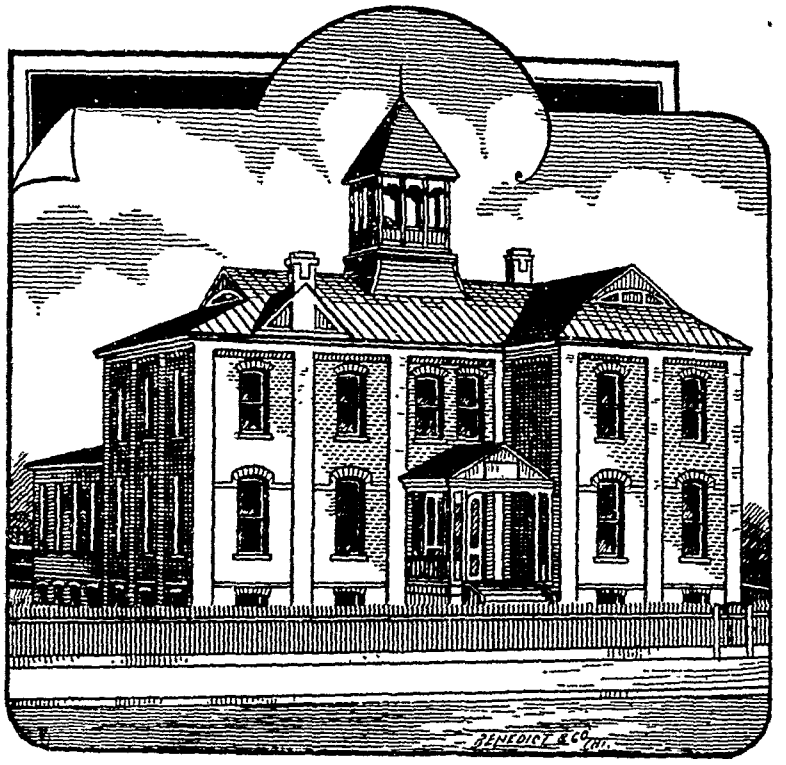
A. A. KINCANNON, SUPERINTENDENT.

I take pleasure in giving you a report of the Graded and Industrial Schools of this city.

We now have four commodious buildings for school purposes; three (3) for whites and one for blacks. The buildings for whites are well constructed, elegantly finished and are models of convenience in all of their appointments. They were erected at a cost of $50,000.00 to the city, including the lots on which they are situated. Each lot is 36 feet by 37 feet in size. In the several schools there are 32 rooms 23 feet by 30 feet in size.

Our schools are well equipped in every respect, having the newest and best apparatus for educational purposes. In character our apparatus is Astronomical, Philosophical, Physiological, etc., and includes Stenographs, Caligraphs, Engraving, Xylographic, and Telegraphic implements. Our

apparatus and furniture cost $8,000.00. In the Whitfield (High School of the City) School there are industrial and musical departments in addition to their regular graded



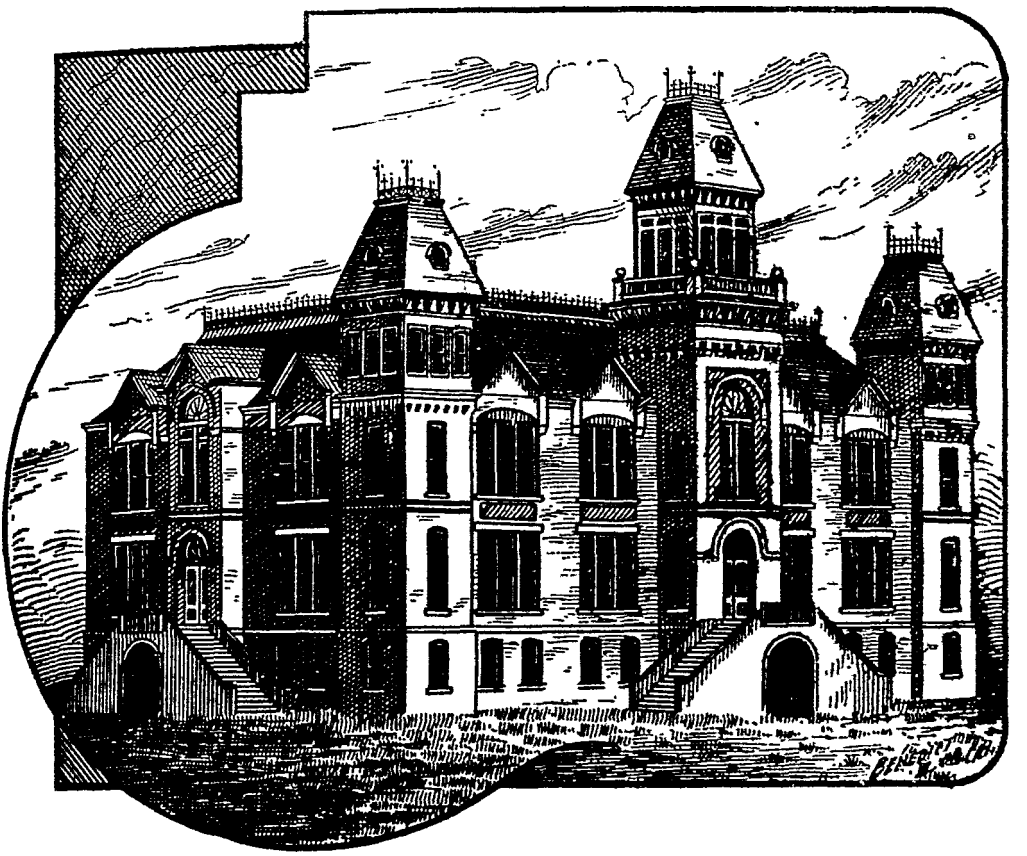
CHALK SCHOOL, MERIDIAN.

school studies. These departments are succeeding admirably, and are highly popular with the public. My experience with Industrial training in public schools has been of the happiest character, and I wish to endorse this departure from the rugged ruts traveled by the "school-keepers" of the olden times, a few *fossilized pedagogues*, who carp about converting our schools into "work-shops," to the contrary notwithstanding.

In this connection it seems appropriate to mention the Stevenson Library, now containing 5,000 volumes, and having 1200 members who each pay annually $1.00 for the purchase of books. This library, though established little more than a year ago, is second only to that of the State University in character and in the number of volumes.

The Colored School building is comfortable, and meets fully the requirements of our colored patrons.

Our teachers are elected every second year by the board of school trustees, and in the several schools thirty teachers are employed at an average salary of $35⅓ per month, and three music teaches, who are paid by their respective classes. The superintendent's salary is $2,000 per annum.



WHITFIELD SCHOOL, MERIDIAN.

No. grades, 10; studies in each, 5 (average); special departments: industrial and music.

Rate of city levy, 3 mills; salaries, $11,540; incidentals and coal, $500; janitor, $180.

Pupils enrolled, 1,637; average attendance, white, 826; male attendance, 307; female attendance, 419.

Educable children in corporation, 3,600; white, 2,000; colored, 1,600.

Average cost of tuition (approximate), $1.25 per month.

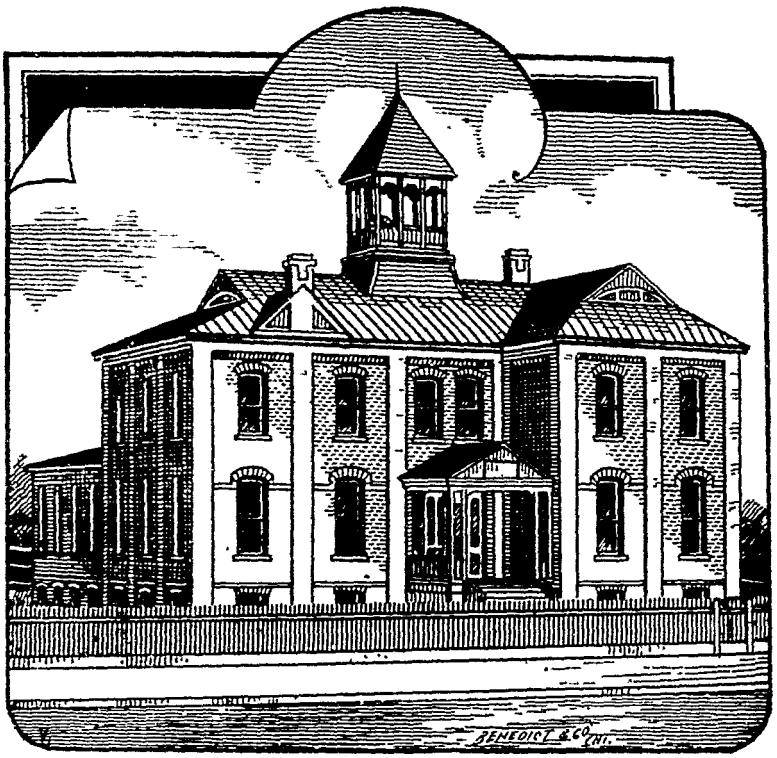
REMARKS.—The above is necessarily incomplete, and in some respects inaccurate, yet it gives the principal facts concerning the schools of Meridian.

In addition to the property mentioned above, the public schools of Meridian own a tract of forty acres of land situated near the city, which promises in the near future to become very valuable, and which will yield a handsome annual revenue to the schools. For this valuable property the schools are indebted to the munificence of the late Gen. Wm. S. Patton.

The sum of $3,000 has been expended upon the colored school, which school is supported by city revenue.

You will observe this city has invested more than $60,000

in erecting and equipping its schools. No city of Mississippi can make so good a showing, and certainly there is no community of the State that appreciates good schools more highly than that of Meridian and Lauderdale county The



WITHERSPOON SCHOOL, MERIDIAN.

policy of our city and educational authorities is liberal and progressive, and the results of that policy are already beginning to attest the wisdom of its projectors.

In conclusion, permit me congratulate you upon the marked success of your first administration now closing, to wish you continued prosperity, and to thank you for the interest which you have taken in the schools under my supervision.

BILOXI WHITE PUBLIC SCHOOL.

C. D. LANCASTER, PRINCIPAL.

Mrs. S. Booth, Misses F. H. Walthall, M. T. Rodenberg and Edna Holley, assistant teachers. The new school-house was completed during the term and occupied. The building was presented to the town of Biloxi by Messrs. Frank T. Howard and Harry T. Howard. It is a two-story frame building with octagonal tower, having a study hall and two recitation rooms in each story, besides cloak and hat rooms.

The study halls will seat 200 pupils each, and are furnished with latest improved single desks. All rooms amply provided with blackboards and maps. The water is supplied from an artesian well.

Teachers are elected by the board of trustees, and paid principal, $60; 1st assistant, $35; other assistants, $30 each. This is not strictly a graded school. Only public school branches taught.

	Males.	Females.	Total.
Number of pupils enrolled.....	116	126	231
Average monthly enrollment... ..	83	98	181
Average daily attendance.....	61	70	131

The term of seven month, monthly cost, $185. Cost per pupil average daily attendance per month, $1.41. The school is supplied with a telescope of six inch glass, globe, lunarian and tellurian.

The greatest drawback to his school has been irregular attendance.

The school yard is about 200x300 feet, and divided into two equal parts by building and picket fence. The girls have one side and the boys the other. C. D. Lancaster has been principal of this school for the past eight consecutive terms.

BILOXI COLORED PUBLIC SCHOOL.

MISS SYLVANIE LEON, PRINCIPAL. Was taught in a rented house a seven months term. The house was poorly furnished for a school. Teachers' salary $35.00 per month. Average montly enrollment—males, 13; females, 23; total, 36. Average daily attendance—males, 10; females, 14; total, 24.

THE PASS CHRISTIAN WHITE PUBLIC SCHOOL.

MISS ROSA BALDWIN, PRINCIPAL. Taught in a rented house, eight months term. The school was supplied with desks, black-board, maps and globe. Salary of teacher $60.00 per month. Average monthly enrollment—males, 14; females 10; total, 24. Average daily attendance—males, 10; females, 6; total, 16. Teacher employed under separate school district law, by school trustees, and board of mayor and aldermen. Public school branches taught.

PASS CHRISTIAN COLORED PUBLIC SCHOOL.

J. H. DALE, PRINCIPAL. Salary $60 per month; first assistant, $30, and second assistant, $22.50. Total monthly cost, $112.50. Average monthly enrollment—males, 35;

females, 52; total, 107. Average daily attendance—males, 38; females, 38; total, 76. Eight months term. First grade public school branches taught. The school-house is a one-story frame building, divided into one assembly-room about 30 by 40, and two recitation-rooms about 15 by 15. It is furnished with old style pine desks and benches, black-boards, wall-maps and globes.

The rules and regulations of the Biloxi White School have been introduced into these Pass Christian schools. Mr. Dale has had charge of this school eight years, and it is considered the best colored school on the coast.

OXFORD GRADED SCHOOLS.

J. G. WOOTEN, CITY SUPERINTENDENT.

The white Oxford school building is one of the best in the State. It was built in 1885, and intended to accommodate about 250 pupils. It then consisted of four rooms on first floor, and one large hall above. So popular has the school become, that two rooms in 1886 had be cut off from the large hall, and now we have six regular rooms for teach ers, and a hall sufficiently large to seat 500 children.

Cost of building about $15,000: lot about two and a-half acres. The school is regularly graded as follows:

Room No. 1, Grade 1—A. Chart Class; B. Barnes' First Reader, Lessons in numbers.

Room No. 1, Grade 2—Swinton's First Reader, ; Barnes' second; Swinton's Second Lessons in Numbers; Primary Lessons in Geography; Writing on Slate; Tablets 1 and 2; Drawing.

Room No. 2, Grade 3—Swinton's First Reader; Barnes' 2d; Swinton's 2d; Lessons in Numbers; Primary Lessons in Geography; Writing on Slate; Tablets 1 and 2; Drawing.

Room No. 2, Grade 3—Barnes' 3d; Swinton's 3d; Arithmetic; Primary Geography; Spelling; Writing; Drawing; Tablets No. 3.

Room No. 2, Grade 4—Swinton's 3d; Familiar Animals; Advanced 3d; Addition; Subtraction, Multiplication and Division 2d; Geography; Spelling; Mental Arithmetic; Writing; Drawing; Tablets, No. 4.

Room 3, Grade 5—Fourth Readers; 2d Geography; Mental Ariththmetic; Multiplication; Division; L. C. M., G. C. D.; Fractions; Shorter Studies in English; Spelling; Writing, Tablets, No. 5.

Room No. 3, Grade 6—Advanced 4th; Arithmetic, Rudi-

ments Finished, Primary Physiology, Mental Arithmetic, Graded Lessons in English; Spelling; Writing Tablets No. 6.

Room 4, Grade 7—5th Reader; Advanced Geography; Robinson's Practical to Percentage; Mental Arithmetic; Primary U. S. History; Bonnel's First Lessons in Composition; Map Drawing; Writing; Spelling; Tablets, No. 7.

Room No. 4, Grade 8—Select Reading; Robinson's Practical Arihmetic Completed; Butler's Grammar; Smith's Physiology, Mental Arithmetic; Spelling; Geography Completed; Map Drawing; Writing; Tablets 8.

Room No. 5, Grade 9—U. S. History; Physical Geography; Mental Arithmetic; Robinson's Higher Arithmetic; Elementary Algebra; Familiar Science; Spelling; Reed and Kellogg's Higher Lessons; Latin; Form-books; Tablets 9 and 10.

Room No. 5, Grade 10—Reed and Kellogg Reviewed; Higher Arithmetic Reviewed; Elementary Algebra Completed and Higher to Radicals; Mental Arithmetic Completed; Spelling; Civil Government; Form Books; Latin; Tablets 11 and 12.

Rooms 6, Grade 11—Physics, Rhetoric, University Algebra Completed and outlines of History; Latin, Mythology; Geometry.

Room 6, Grade 12—Chemistry; Literature; Geometry; Latin; Longer English Poems; Geology; Essays.

Room 6, Grade 13—Words Their Use and Abuse; Trench on Words; Trigonometry; Astronomy; Watts on the Mind; Shakespeare; Blair's Lectures; Essays.

AVERAGE AGES.

Grade 1.....	6 years.	Grade 8.....	13½ years.
Grade 2.....	7½ years.	Grade 9.....	14½ years.
Grade 3.....	9 years.	Grade 10.....	14½ years.
Grade 4.....	10 years.	Grade 11.....	15 years.
Grade 5.....	11 years.	Grade 12.....	16 years.
Grade 6.....	12 years.	Grade 13.....	18 years.
Grade 7.....	13 years.		

It may be said, that we intend the graded school as a connecting link between the common schools and the University. We prepare boys for the University, and advise them to go there as soon as they can enter the Freshman class in any one of the three courses. We have the extensive course given above more for the benefit of the girls—as there are many who desire a good education and are unable to pay for it.

All our teachers are now paid $40 each, per month. The salary of the superintendent is now $1,200.

The amount of levy for schools is six mills for school purposes proper, and four mills for school-house bonds.

Last year we enrolled 351 children, and had an average of 270 children in the white school. This year will make an average of at least 300, and it is yet too soon to tell how many we shall enroll. It is evident that at no distant day the house will have to be enlarged, in order to accommodate the children of the town and surrounding country. About 75 of those in attendance last year were from the county. They come free for the four months free term, and for the remainder of the term, they pay $1 a month, for the six lower grades, and $1.50 a month for the higher grades.

FACULTY FOR 1889–'90.

J. G. Wooten, superintendent; Miss Fannie Camp, room No. 6; Miss Mattie McKay, room No. 5; Mrs. Ruth Barry, room No. 4; Miss Lizzie Porter, room No. 3; Miss Laura Eades, room No. 2; Miss Sue Givhan, room No. 1.

Teachers are elected by the board of trustees as early as possible after the close of the session.

The colored school is well conducted and well graded. The superintendent has it under his control and directs everything in it, just as he does in the white school.

Enrollment last year 205; average about 100; about 75 of these from the county, outside of city limits, who come free for four months, but for the rest of the time pay as they do in the white school. The salaries of teachers are $40, $30, and $20 per month.

PEABODY PUBLIC SCHOOLS, (SUMMIT.)

MISS C. A. LAMKIN, PRINCIPAL.

School building cost $4,500; the building has 6 rooms, 3 below and 3 above, with wide halls and an extra room for the apparatus which belongs to the school. The lot on which the building is erected is 250 feet by 400 feet. Two rooms have patent desks, the other rooms have good wooden desks.

The teachers are selected and appointed by the trustees for the separate school district, who receive their appointment from the board of mayor and councilmen of the city. The Peabody school has 5 teachers: Miss C. A. Lamkin, principal; Mrs. J. I. Godbold, H. M. McNulty, M. B. Blencoe and Miss D. D. Gillis, assistants. Highest salary $55; lowest $35; average $39.

210 pupils enrolled, average attendance 175; male 85, female 90. Educable children in corporate limits, white, 215 males, 309 females, total 527. Colored, 170 males, 130 females, total 306; Total white and colored 833.

First department, average age 7 years, 4 months; 2d department, average age 10 years, 2 months; 3rd department, average age 11 years; 4th department, average age 12 years, 5 months; 5th department, average age 14 years, 8 months.

WALNUT STREET SCHOOL, (Colored.)

School building cost $1,500; 4 rooms; the grounds one square, 400x400 feet; wooden desks and benches.

Three grades. Common school curriculum; 4 teachers appointed by trustees, ; highest salary $45; lowest $23; average $31.50.

Number enrolled, 110 males, 98 females, total 208; average attendance, 73 males, 75 females, total 148.

Studies in Peabody Public School: 4th and 5th department, all the English branches; 1st, 2d and 3d common school curriculum.

The Peabody Public School was organized in the year 1867, and the town of Summit made an agreement with the agent of the Peabody fund that the Peabody fund would donate yearly one half the amount that the town would expend. The town appropriated $3,000 and Peabody $1 500; this continued several years, until the Peabody fund was lessened yearly and finally refused to donate anything. Since which time the board of mayor and council of the town of Summit made it a separate school district and are sustaining the public schools for 9 months in the year. For other statistics see the county superintendent's report made recently.

HOLLY SPRINGS PUBLIC SCHOOL.

W. A. ANDERSON, PRINCIPAL.

The Holly Springs Normal Institute was built in the year 1879, and the school was organized in October of that year. It has been carried on since that time as a mixed school for whites. It is situated in a beautiful lot of four acres in the central part of the city. The buildings cost $4,000. The number of rooms is six.

The teachers, four in number, are annually elected on the first of August by a Board of Trustees. The salary of the Principal of this school is $100 per month. The First Assistant receives $75, and the Second and Third Assistants $50 each per month.

The course of study in this institution is as follows:

Primary, Intermediate, Grammar and High School Grades.

Primary Department, First Year.—Preparation in Chart

and in Drawing Cards, and in reading and writing numbers, for the First Grade, Printing and writing Script.

First Grade, First Year.—Complete the First Reader and First Drawing Book; Arithmetic through Addition, Subtraction and Multiplication with the use of the signs. Counting to 100 by successive additions of 4, 5, 6, 7, 8, 9, 10, 11, 12, and back to 0 by subtraction. Writing, complete book No. 1.

Second Grade, Second Year—McGuffey's Second Reader, Swinton's Word Book; Arithmetic; complete the primary the first five months, use rudiments next four months. Writing, books Nos. 1 and 2; Geography, Mitchell's First Steps complete, and Swinton's Primary begun; Oral Moral Instructions; Drawing, Book No. 2, and Writing, Book No. 2 completed.

Intermediate Department, Third Grade, Third Year—McGuffey's Third Reader and First Steps in History; Swinton's Speller; Arithmetic, Rudiments; Geography, Swinton's Primary to South America; Language Lessons; Writing, Books Nos. 3 and 4; Drawing, book No. 3; Moral Instruction once a week.

Fourth Grade, Fourth Year—McGuffey's Fourth Reader; Swinton's Speller; Arithmetic, Rudiments completed and Practical begun; Geography, Primary completed; Grammar, Reed & Kellogg's Graded Lessons; History, Swinton's United States; Writing, Books 3 and 4; Drawing, complete Nos. 3 and 4, and begin Map Drawing.

Grammar Department, Fifth Grade, Fifth Year—McGuffey's Fifth Reader; Spelling, Swinton's; Composition, Quackenbos's First Lessons; Geography, complete Swinton; Latin, Bingham's Grammar; Arithmetic, Robinson's Practical to Interest; Grammar, Reed & Kellogg's Higher Lessons; Writing, books Nos. 5, 6 and 7; Drawing, books 5, 6 and 7; Map Drawing; Moral Instruction.

Sixth Grade, Sixth Year—McGuffey's Sixth Reader; Spelling, Westlake's 3000 Test Words; Arithmetic, complete Robinson's Practical; Geography, Maury's Physical, first six months; Grammar completed; Latin Reader; History of England, Goodrich's; Composition, Swinton's completed; Drawing, books 7, 8 and 9; Writing, books 7 and 8; Algebra, Robinson's Elementary, last four months.

High School Department, Seventh Grade, Seventh Year—Reading; Natural Philosophy; Arithmetic, Higher completed, Intellectual as supplementary; Algebra; Geometry, complete Robinson's Elementary; Latin, Cæsar and Cicero; General History; Book-keeping; Civil Government.

Eighth Grade, Eighth Year—Trigonometry, Plane and Spherical; Surveying; Analytical Geometry; Astronomy, Steele's Descriptive; Latin, Horace and Livy.

Ninth Grade, Ninth Year—Latin; Mental Philosophy; Wayland; Zoology and Geology; Logic; Literature.

The Faculty of this school for 1889-'90, consists of W. A. Anderson, principal; A. D. Chesterman, First Assistant; Mrs. N. B. Fant, Second Assistant; Miss Bethunia Boxley, Third Assistant.

KOSCIUSKO SCHOOL.

W. D. BERRY, PRINCIPAL.

The buildings consist of one two-story brick building and four small frame buildings surrounding it, making in all six separate departments. The lot is a rectangular figure, covering about two acres. There are six teachers employed, and all selected by the board of trustees appointed by the board of mayor and aldermen. The principal is paid $90 per month, and the assistants uniformly $35. There are two grades in each room, making twelve grades in all. The average age in first-grade is about five years, and they are taught: reading, spelling and writing.

2d Grade—Average age from 6 to 7; No. pupils 16; studies—Reading, Primer, Writing and Numbers.

3d Grade—Average age from 7 to 8; No. pupils 11; studies—Primer, Reading, Spelling, Writing and Numbers.

4th Grade—Average age from 8 to 9; No. pupils 22; studies—Word-Book, Reading, Geography, Spelling, Writing and Numbers.

5th Grade—Average age from 9 to 11; No. pupils 15; studies—Word-Book, 4th Reader, Geography, Spelling, Writing and Arithmetic.

6th Grade—Average age from 11 to 12; No. pupils 16; studies—History, Word-Book, 4th Reader, Geography, Spelling, Writing and Arithmetic.

7th Grade—No. 13; average age from 12 to 13; studies—History, Geography, Grammar, Arithmetic, Spelling and Writing.

8th Grade—No. 13; average age from 13 to 14; studies—History, Geography, Grammar, Arithmetic, Spelling and Writing.

9th Grade—No. 13; average age from 14 to 15; studies—History, Geography, Grammar, Arithmetic, Spelling and Writing.

10th Grade—No. 13; from 15 to 16; studies—map drawing, History, Geography, Grammar, Arithmetic, Spelling and Writing.

11th Grade—No. 19; from 16 to 17; studies—map drawing

History, Geography, Grammar, Arithmetic, Spelling and Writing. This grade also has Latin, Physiology, Natural Philosophy and Higher Mathematics.

12th Grade—No. 16; average age from 17 to 20, and they have all the subjects in the public school curriculum with the addition of Latin and the Higher Mathematics.

The fund for the school consists of a 4 mills advalorem tax equal to about $1,700; $350 from State distribution, and $1,000 from whisky licenses. The salaries paid to teachers in the white schools amount to about $2,000 per year; the balance is expended in paying salaries to teachers in the colored schools and for incidental expenses in the two. There are not less than 450 educable children within the corporate limits; 250 in white public school, and 100 in colored, besides three private schools. There is an average attendance of about thirty pupils from outside the corporation, who are required to pay $1.50 per month tuition after the first four months.

GRADED SCHOOLS OF NATCHEZ.

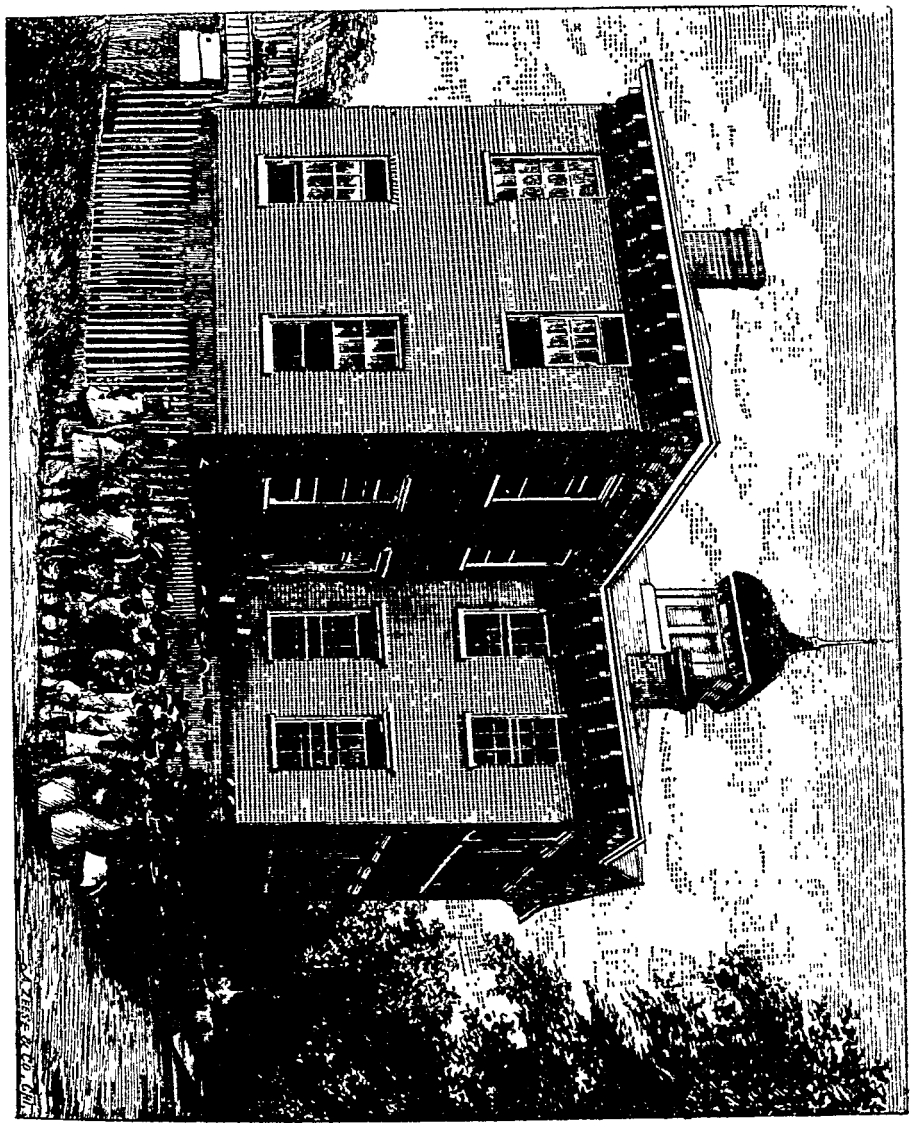
(*Narrative by Supt. J. W. Henderson.*)

WM. H. KER, PRINCIPAL.

In the year 1845—before the State of Mississippi had even begun to contemplate a system of free education—the city

INSTITUTE HALL.

of Natchez, stimulated by a thoughtful and generous donation from the late Alvarez Fiske, established the public Graded School now known as the "Natchez Institute." The school building, a two-story brick structure, forty-five by one hundred and sixty feet, containing twelve rooms, with galleries above and below running its entire length, was erected upon a large lot in the heart of the city; and, although now antique in style of architecture, it is in many respects a model of convenience. Subsequently, the need of a large room for use on occasions of public exhibition, led to the erection of the "Institute Hall," a massive brick building, capable of seating eight hundred persons. The space occupied by hall, school rooms and play grounds is fully



UNION SCHOOL, NATCHEZ.

one-half square, or about one-acre; and the entire cost of construction not less than forty thousand dollars. The school rooms are amply provided with black-boards and furnished

plainly, but comfortably, with strong, durable, home-made desks, which afford seats for five hundred pupils. In addition to the great expense incurred for the benefit of white children. the city of Natchez has been equally generous toward the colored youth within her bounds, having erected, at a cost of thirty thousand dollars, a handsome brick building for their exclusive use, and organized for them a school which, for the past twenty years, has been maintained upon the same footing as that for the whites. The teachers of these two schools are elected annually, in September—those of the "Natchez Institute" by a board of eight trustees; those of the "Union School" by a board constituted of the above eight white trustees and three additional members who are colored. The County Superintendent is a member of both boards.

Herewith find a tabulated statement of the practical working of both schools.

NATCHEZ INSTITUTE.

CLASSIFICATION, STUDIES AND TEXT BOOKS.

MIXED PRIMARY DEPARTMENT.—McGuffey's Eclectic Primer; Writing on black-board; McGuffey's First Reader entered and concluded; McGuffey's Second Reader entered.

PRIMARY No. 2—McGuffey's Second Reader concluded; McGuffey's Third Reader commenced; McGuffey's Eclectic Speller; Sandford's Primary Arithmetic; Writing.

PRIMARY No. 1—McGuffey's Third Reader concluded; Reed's Word Lessons entered; Sandford's Primary Arithmetic concluded; Mitchell's First Lessons in Geography; McGuffey's Fourth Reader entered and concluded; Sandford's Intermediate Arithmetic entered; Writing.

GRAMMAR No. 2—McGuffey's Fifth Reader entered and concluded; Reed's Word Lessons; Sandford's Intermediate Arithmetic; Mitchell's Primary Geography; Whitney & Knox's First Lessons in English; Writing.

GRAMMAR No 1—McGuffey's Sixth Reader; Reed's Word Lessons; Goodrich's Universal History; Mitchell's Geography and Atlas; Reed and Kellogg's Graded Lessons-Well's English Grammar; Sanford's Common School Arithmetic.

HIGH SCHOOL No 2—Reed's Word Lessons; Derry's U. S. History; Mitchell's Geography and Atlas; Sanford's Common School Arithmetic concluded; Sanford's Higher Arithmetic entered; Reed and Kellogg's Higher English; Davies' Elementary Algebra; Written Examination every Friday.

HIGH SCHOOL No. 1—Reed's Word Lessons; Sanford's Higher Arithmetic concluded; Reed and Kellogg's Higher

English; Davies' University Algebra; Steel's Physiology; Steel's Philosophy; Pinnock's English History; Boyd's Rhetoric; Cæsar; Written Examination every Friday.

FACULTY 1888–'89.

Girard Brandon, Principal, salary $100.

Miss M. E. Lyle, $40; Miss Lela Bennett, $40; Miss M, F. Stockton, $40; Miss H. C. Stewart, $40; Miss Ida Griffin. $40; Miss Laura Forbes, $40; Miss M. A. Irvin, $40; Miss Ida Leach, $40; Mrs. Fannie Rose, $40; Miss A. W. Means, $40; Miss Agnes Marsh, $40; Miss A. M. Brandon, $40. Total per month, $580 00. Wm. H. Ker elected Principal October 1889.

UNION SCHOOL.

I. S. MEEKINS, Principal, Salary $75 00.

Miss K. L. Smith, $40; Mrs. H. E. Winstin, $40; Mrs. L. E. Jacobs, $40; Miss M. E. Pomet, $40; P. C. Elliott, $40; Miss A. L. Johnston, $40; Miss A. E. Hoggatt, $40; Miss M. E. Meekins, $40; Miss F. L. Fisher, $40; Miss Ella Fry, $40; Miss R. A. Smith, $40. Total salary per month, $515.

Total salary per month for both schools, $1,095.

ENROLMENT.

NATCHEZ INSTITUTE—Males, 221; Females, 280; Total 501.

UNION SCHOOL—Males, 317; Females, 387; Total 704. Total both races, 1205.

Included in the above enrollment are the names of many children who reside beyond the corporate limits of the city, but a liberal policy has been exercised toward them. No cognizance taken of the fact of non-residence, and all admitted without charge.

AVERAGE ATTENDANCE—Whites, 74; Colored, 77.

DEPORTMENT—Whites, 87; Colored, 84.

SCHOLARSHIP—Whites, 82; Colored, 70; General Average, 76.

White, Total Average, 80; Colored, 77.

White and Colored, General Average, 79.

		BOYS.	GIRLS.
Grade 1.....	Average age	7.6 yrs.	7.8 yrs.
Grade 2.....	"	10.6 yrs.	9.4 yrs.
Grade 3.....	"	10.5 yrs.	10.6 yrs.
Grade 4.....	"	11.5 yrs.	11.4 yrs.
Grade 5.....	"	12.6 yrs.	12.3 yrs.
Grade 6.....	"	13.0 yrs.	14.4 yrs.
Grade 7.....	"	14.4 yrs.	14.7 yrs.
Grade 8.....	"	14.6 yrs.	15.7 yrs.

COST OF MAINTAINING SCHOOLS.

RECEIPTS.

From State distribution	$ 2,185 78
From Poll	1,045 00
Fines and forfeitures	473 77
City General Fund	7,690 45

DISBURSEMENTS.

Teachers salaries	$ 9,855 00
Janitors	420 00
Fuel	145 00
Incidental expenses, repairs, furniture, stationery	975 00
	$11,395 00

Cost for each pupil per month, per enrollment....$1.05

Cost for each pupil per month, per av. attendance. 1.95

From the above it will be seen that the State's proportion of increased cost in maintaining these two large schools has been only $2,185.78, or less than 20 per cent. of the entire amount. Furthermore, the graded schools of Natchez and other separate districts, are admirably supplementing the system of the State, and it is only through their instrumentality that her educational work can be made complete. The pupil of the common school having finished its curriculum is not prepared to enter an Industrial or University course.

So many rounds of the ladder are wanting that even the attempt would do violence to all parties concerned. Practically, then, the State bids her youth ascend from a lower to a higher plane—although cognizant even while extending the invitation that an impassable gulf intervenes between the one and the other. It is true, however, that the State is powerless to do more than she has already done. In process of elevating her educational system to its present gratifying standard, every nerve has been strained. But inasmuch as these separate districts have voluntarily taken upon themselves the burden of a work that she herself is unable to perform—she cannot justly do less than recognize their value on the one hand—and her reciprocal duty toward them—on the other hand.

In as far then as she may be able, let her foster them, even if it be with no other tender than a simple "God speed."

WATER VALLEY PUBLIC SCHOOL.

F. P. ELLIOTT, SUPERINTENDENT.

The Water Valley public schools were organized in 1872, mainly through the efforts of Col. M. D. L. Stephens, Capt. W. A. Herring and T. J. West, three gentlemen whose watchful care has followed them through eighteen years, and contributed largely to their prosperity.

Some assistance was received for two years from the Peabody fund, with the exception of which the schools have been supported by public taxation. A generation of citizens have been educated in these schools, and their children are to-day the beneficiaries of that liberal policy which has always been manifested towards the schools by the enterprising citizens of this thrifty city.

Professors Pankey, Drake, Burney and McFarland presided over the schools until 1880. In 1880–81, they were re-organized and graded by J. R. Preston, under whose charge they continued to expand and flourish for four years. Associated with him were a strong faculty, embracing Misses Kate Mitchell, Ida Duncan, Genie Smith, Cornie Mayes, Joe P. Duff, Lena McKie, Sallie Bartlett, Mary Morgan, and others, to whose faithful and efficient work the prosperity of the school was mainly due. Some of these teachers have held positions in the school for ten successive years.

R. F. Preston was elected superintendent in 1885, and conducted the schools for two years with marked ability. Under his administration free-hand drawing was introduced.

Prof. T. F. McBeath succeeded him, and during his administration of one year, introduced some important features. He stimulated and developed the study of literature, and through the establishment of a school library cultivated among the pupils the habit of reading books—a habit which is spreading year by year with notable improvement in the general intelligence of the student body.

During the session of 1888–89 the white enrollment was 506 and the average attendance 489. The session lasted nine months, at a total cost of $5,267.50.

EQUIPMENTS.

Number recitation rooms	16
Number study halls (2 white, 1 colored)	3
Value school houses	$10,000 00
Value school furniture	2,500 00
Value school library	400 00
Value school apparatus	250 00

WHITE SCHOOLS.

Grades.	Number enrolled.	Boys.	Girls.	Days absent.	Av'g daily attend'c.	Av'g per ct. attend'c.	Tardy.	Dismissals.	Suspended.
First Grade	111	59	52	440	108	97	31	10	..
Second Grade	59	25	34	225	55	93	18	9	..
Third Grade	40	22	28	161	39	98	13	13	..
Fourth Grade	56	30	26	223	54	96	17	4	1
Fifth Grade	55	24	31	163	53	98	16	1	..
Sixth Grade	54	22	32	152	54	98	16	..	..
Seventh Grade	57	15	42	149	56	98	13	1	..
Eighth Grade	35	14	21	87	32	97	8	2	..
Ninth Grade	39	7	32	76	38	97	6	..	..
Totals	506	218	298	1676	489	9 66	137	40	1

Tenth grade not established until June, 1889.

ORGANIZATION.

The schools are organized into Primary, Intermediate, Grammar and High School Departments.

The main building is a large, handsome, two-story structure, recently re-modelled and adapted to the *hall system* which prevails throughout. This occupies the most commanding eminence in the city. The grounds, comprising some four acres, are terraced, carefully graded and matted with a thick carpet of Bermuda grass.

On the first floor are the Primary and Intermediate Departments. On the second, the Grammar and High School. On each floor the students are seated in a large study hall, attached to which are five recitation rooms.

Above the Primary Department the work is divided among the teachers on the eclectic plan, the special branches of Language, Arithmetic, Natural Sciences, etc., being assigned to the several teachers according to their peculiar qualifications, fitness or taste.

On the first floor is the Superintendent's office, the library and lecture room.

LIBRARY.

This was founded by my scholarly predecessor, Prof. Tom F. McBeath, and within little over a year has grown to 500

volumes, *all new books*, and the best pick of history, biography, fiction, travel and general juvenile literature. The librarian is elected by the school. Any pupil of "A" class is allowed to withdraw books on Tuesday afternoon, the "library card" bearing his name being left in the compartment from which the book is withdrawn. These little compartments are numbered, and there is one for every book. Reference to a catalogue where the books are consecutively numbered shows at a glance the name and value of any book which is out, or which may be lost or impaired. In addition the standard magazines and best juvenile periodicals are kept constantly on hand. The taste and wants of the teacher are represented in the best books on science and methods in teaching, both for reference and for professional study.

LECTURE ROOM.

The lecture room or hall is fitted up with appliances and full apparatus for scientific illustration. A special feature is a solar stereopticon attached in a southern window. By a simple device the room may be instantly darkened and projections thrown upon a large screen. As a means for object teaching this is almost unexcelled, the field of its usefulness extending over a wide range, from the showing of the circulation of blood in a frog's foot to the revolution of the planets around the sun.

MONTHLY CLASSIFICATION.

Each grade is equally divided into two classes, reciting alternately. These classes are changed monthly under the following arrangement: During the month pupils are marked from time to time by the teacher (no "roll-calling") as to proficiency. The maximum average in each study for the month is 100. Consequently, each daily recitation of pupils is graded upon a scale of 5. An absence from a recitation from any cause whatsoever incurs the entire loss of this 5 per cent. At the close of the month the half of the girls of the grade (number belonging) making the highest average for the month, and the same of the boys (number belonging) are assigned to "A" class of the grade. The remaining half of the girls and boys constitute "B" class. The advantages of this system, or rather arrangement, are apparent. (1.) The backward or dilatory pupils are concentrated in one group, upon which the teacher may focus her best efforts. (2.) It stimulates a healthful emulation and a desire to rise among the "elect" at the monthly change. (3.) It places a premium on regular and constant attendance, and self-interest makes the pupil a personal monitor over his

attendance, often where parental co-operation ceases or discipline fails.

EXAMINATIONS.

Written examinations above the primary grades are held at the close of each term of three months, the last one being an examination on the entire work of the session. A list of questions (printed from the mimeograph) is given every pupil. But one study is taken up daily. At no time in the year, under any circumstances, is any pupil detained longer than 3 P. M., the close of the daily session.

PROMOTIONS.

Pupils are promoted or reduced in grade at all times during the session, whenever such change is deemed expedient by teacher and superintendent. The regular annual promotions in June are estimated upon the combined average of the class work throughout the year and written examinations.

NORMAL MEETINGS.

Normal meetings of the teachers under direction of the superintendent are held every alternate Saturday. Much interest is taken in these, and an effort is being made to secure the attendance of teachers of the county and neighboring schools.

GRADUATION.

Diplomas are confered upon those completing the entire course of study with distinction. There were twenty-two graduates in June.

COURSE OF STUDY.

First Year—Pupils shall be taught from the Board, Cards, Word Primer and First Reader, the elements of Spelling and Reading, Writing in script, with pencil, simple words and sentences, from the book and at dictation, and spelling by sound. Counting orally to 100, by successive addition of 1, 2, 3 and 4 respectively; Arabic notation to 100; Addition and Subtraction of numbers, 1 to 10, (Grube method;) Vocal Music by rote; Drawing from the blackboard; Writing script with slate pencil; calisthenics; object lessons on the dimensions, properties and qualities of things, such as length, breadth, surface, form, colors, parts, uses, etc.

Second Year—All Second Reader to page 30; Word Primmer to page 49; Arabic notation and enumeration to 10,000; Addition and Subtraction of numbers in amounts not exceeding 50,000; First Steps in Numbers; Roman Notation to

XX; Vocal Music by rote; Drawing from the blackboard; Writing script with slate pencil; calisthenics.

Third Year—Third Reader, Word Primer (from page 50) finished; Geography, Oral lessons, Synthetic method; Roman Notation, with rules; first half Mental Arithmetic; First Steps in Numbers to page 414; Elementary Lessons in English, page 132; Drawing books 1 and 2; Vocal Music by rote; Composition; Calisthenics.

Fourth Year—Third Reader, completed; Advanced Third (selections); Word Book to page 64; Introductory Geography; First Steps, completed; Mental Arithmetic, completed; Elementary Lessons in English, First Book completed; Music Chart, No. 1; Drawing, Books Nos. 3 and 4; Composition; Calesthenics.

Fifth Year—Fourth Reader completed; Advanced Fourth Reader, (selections); Word Book, completed; Rudiments of Arithmetic, completed; Intellectual Arithmetic to page 43; Elementary Geography, completed; Elementary Lessons in English to page 207 of Second Book; Chart No. 2, and New Second Music Reader, finished; Drawing-books Nos. 5 and 6, Dixon M. pencil; Composition; Calisthenics.

Sixth Year—Fifth Reader, completed; Anderson's Fairy Tales, (selections); Junior Arithmetic, completed; Intellectual to page 86; Grammar School Geography, completed; No. 3 and New Third Music Reader; Mechanical Drawing; Composition and Declamation; Physical Exercises.

Seventh Year—Reading, Robinson Crusoe and Ruskin's King of the Golden River, and Scott's Tales of a Grandfather; Practical Arithmetic completed; Intellectual, to page 129; Higher Lessons in English, completed; Elementary Physiology; Physical Geography; Chart No. 3 and New Third Music Reader, finished; Mechanical Drawing; Composition and Declamation; Physical exercises; Science; Gray's "How Plants Grow."

Eighth Year—Literature, Stories of the Old World, Irving's Sketch Book, and Lady of the Lake; U. S. History; Practical and Intellectual Arithmetic; Word Analysis; Bookkeeping; Independent National Music Reader; Mechanical Drawing; Composition and Declamation; Physical Exercises.

Junior Class—Literature, Art of Expression, Studies in Shakespeare, Julius Cæsar, Macbeth, Merchant of Venice; Rhetoric, Latin Grammar, General History, Algebra, Physics, Mechanical Drawing, New High School Music Reader, Composition and Declamation, Physical Exercises.

Senior Class—Literature, Paradise Lost and Studies in Goldsmith, Geometry, Chemistry; Latin, (Cæsar), Political Science, Our Government, Mechanical Drawing, New High School Music Reader, Composition and Declamation.

Supplementary Reading with each year's work.

INSTRUCTORS, 1889–90.

Frank P. Elliott, Superintendent.

GRAMMAR AND HIGH SCHOOL.—Mr. Geo. P. McFarland, Miss Genie Smith, hall principal; Misses Mary Morgan, Mary Canfield, Dixie Buford, Minnie Frederick.

PRIMARY AND INTERMEDIATE.—Miss Cornie Mayes, hall principal; Mrs. Lulu Cloud, Mrs. M. A. Woods, Misses Minnie Frederick, Dixie Buford, Donna Mackey.

COLORED SCHOOL.—G. W. Humphries, Principal; Flora Combash, Assistant.

APPENDICES.

SIXTEENTH SECTION FUND—WARREN COUNTY.

COUNTY TREASURER'S REPORT OF RECEIPTS AND DISBURSEMENTS OF 16TH SECTION TOWNSHIP SCHOOL FUNDS, FROM 1ST OCTOBER, 1888, TO 1ST OCTOBER, 1889.

RECEIPTS.

To cash balance on hand October 1, 1888	$1,204 73
" interest on loan warrants and purchase notes	481 70
" proceeds of purchase notes or lands sold	743 75
" proceeds of county loan warrants of 1888	4,122 87
	$6,553 05

DISBURSEMENTS.

By treasurer's commissions	$ 53 48	
" teacher's warrants paid	191 25	
Invested in County Loan Warrant No. 1, of 1889, of W ½, S 16, T 16, R 5 E, in favor of treasurer	2,111 25	
Invested in County Loan Warrant No. 2, of 1889, of S 16, T 17, R 3 E, in favor of treasurer	540 00	
Invested in County Loan Warrant No. 3, of 1889, S 21, T 16, R 3 E, (lots 9, 10, 11, 12)	212 50	
Invested in County Loan Warrant No. 4, of 1889, S 16, T 18, R 2 E	2,000 00	
Invested in County Loan Warrant No. 5, of 1889, S 21, T 17, R 4 E	99 40	
Invested in County Loan Warrant No. 6, of 1889, W ½ S 16, T 16, R 5 E	1,001 75	$6,209 62
Balance on hand:		
By cash to credit of S 16 T 17, R 3 E, fund	$ 106 99	
By cash to credit of S 21, T 16, R 3 E, (lots 9, 10, 11 and 12) fund	108 67	
By cash to credit of S 16, T 14, R 3 E, fund	20 38	
By cash to credit of S 16, T 18, R 2 E, fund	57 89	
By cash to credit of S 16, T 9, R 5 W, fund	49 50	343 43
		$6,553 50

I certify that the above report is a true exhibit of all 16th Section Township School Funds received and disbursed by me during the period of the year commencing October 1, 1888, and ending October 1, 1889.

JNO. M. CAMERON,
Treasurer of Warren County, Miss.

STATE LICENSES.

	No. years valid.
Issued November 1, 1888.	
Gerard Brandon, Natchez	5
Issued March 20, 1889:	
T. F. McBeath, Daleville	5
Miss Alma Dorsey, Bentonia	4
W. B. Roseborough, Senatobia	5
Mrs. Sallie F. Wall, Winona	4
W. D. Bullard, Hattiesburg	5
W. W. Rivers, Pittsboro	5
W. H. Smith	5
Mrs. Lulu B. Fort, Columbus	5
Miss Blannie Shields, Columbus	5
Miss Mollie Westmoreland, Columbus	5
Miss Fannie Crawford, West Point	5
Mrs. Ann Webster, Canton	5
W. A. Belk, West Point	5

The total number of State licenses issued to date is eighty-six. There are on file sixty applications from the examinations of 1889. The press of other official duties has prevented a review of these papers.

GRADED SCHOOLS IN THE STATE.

	PRINCIPALS.
Natchez	Wm. H. Ker.
Corinth	C. P. Elgin.
Kosciusko	W. D. Berry.
Port Gibson	Miss A. M. Kennard.
Okolona	J. H. Brooks.
West Point	T. J. Woofter.
Hazlehurst	J. C. Perrin.
Wesson	E. L. Ragland.
Crystal Springs	H. J. Fry.
Grenada	H. J. Phillips.
Bay St. Louis	Miss Irene O'Connor.

Pass Christian ..... Miss Rosa Baldwin.
Biloxi ..... C. D. Lancaster.
Jackson ..... J. C. Brooks.
Oxford ..... J. G. Wooten.
Meridian ..... A. A. Kincannon.
Tupelo ..... W. A. Blk.
Brookhaven ..... R. E. A. Stuart.
Columbus ..... J. M. Barrow.
Canton ..... Mrs. Ann Webster and W. B. Jones.
Holly Springs ..... W. A. Anderson.
Aberdeen ..... Mrs. Annie P. Sale.
Winona ..... J. T. Zealy and G. W. Smith.
Macon ..... W. F. Moncrieff.
Starkville ..... T. G. Sellers and W. E. Saunders.
Sardis ..... J. E. Witherspoon.
Summit ..... Miss C. A. Lampkin.
Brandon ..... Miss F. A. Johnson and T. E. Lamb.
Vicksburg ..... E. W. Wright.
Greenville ..... E. E. Bass.
Water Valley ..... F. P. Elliott.
Coffeeville ..... J. W. Mabry.
Yazoo City ..... J. H. Lecky.
Iuka ..... H. A. Dean.

List of High Schools and Colleges.

ALCORN.

Name of School.	Principal.	Postoffice.
Corinth Female College	Miss Lena Elgin	Corinth.
Kossuth Normal School	L. A. Hill	Kossuth.
Page's School	S. S. Page	Corinth.
Jacinto School	J. O. Lowry	Jacinto.

AMITE.

Gillsburg Collegiate Inst'e	W. M. Dunn	Gillsburg.
Liberty Male and Female College	P. L. Marsalis	Liberty.
Gloster High School	J. N. Smith and C. C. Miller	Gloster.

ATTALA.

Sallis High School	R. M. Evans	Sallis.
Ebenezer High School	F. F. Phillips	Wamba.
McCool High School	J. E. Drake	McCool.

BENTON.

Ashland Academy.....W. J. Mount.....Ashland.

CALHOUN.

Banner College.....C. P. Gilmer.....Banner.
Slate Springs Normal.....J. J. Huggins..Slate Springs.
Chapel Hill High School.....J. C. S. Green....Big Creek.
Pittsboro College.....J. S. Hudson.....Pittsboro.
Cherry Hill High School.....D. N. Ward....Cherry Hill.
Bentley High School.....M. R. Moore.....Bentley.

CARROLL.

Jefferson High School.....W. D. Bene.....Jefferson.
Carrollton Female College...Rev. T. Leavell..Carrollton.
Vaiden Institute.....F. P. Jenny.....Vaiden.
Masonic Male Academy.....J. C. Hardy.....Carrollton.
Winona District High School.L. B. Abell....Black Hawk.

CHICKASAW.

Mississippi Normal School...Bell & Garrett.....Troy.
Buena Vista Normal College.W. S. Burks....Buena Vista.
Houlka High School.....E. A. Smith.....Houlka.
Houston Normal College.....H. B. Abernethy...Houston.

CHOCTAW.

French Camp Academy.....Jas. A. Mecklin, French Camp.
Central Female Institute.....J. A. Sanderson,French Camp.
Chester High School.....J. P. Lee.....Chester.
Ackerman High School.....F. N. McAllister..Ackerman.
Grange Hall.....W. Spiva.....
Weir High School.....J. D. Perkins.....Weir.

CLAIBORNE.

Chamberlain-Hunt Academy..W. C. Guthrie.. Port Gibson.
Port Gibson Female College.E. H. Mounger..Port Gibson.

COAHOMA.

Grange Agric'lt'l High School..C. C. McClure...Clarksdale.

COPIAH.

Young Ladies' Institute.....Rev. Oscar Newton.Crystal Springs.

DE SOTO.

Pleasant Hill High School...L. F. Farley...Pleasant Hill.
DeSoto Institute.....Hugh Foster.....Nesbit.
Olive Branch High School....S. S. Robinson.Olive Branch.
Eudora School.....J. F. Lauderdale....Eudora.

GRENADA.

Grenada Collegiate Institute..T. J. Newell.....Grenada.

HARRISON.

Pass Christian Female Inst'e. H. C. Mayer. . Pass Christian.
Gulf Coast College. . . . . J. A. Hatlestad. . Handsboro.

HINDS.

Central Female Institute. . . . . Dr. Walter Hillman. Clinton.
Mississippi College. . . . . W. S. Webb. . . . . Clinton.
Utica High School. . . . . R. M. Tyler. . . . . Utica.

HOLMES.

Durant Academy. . . . . J. H. Hamet. . . . . Durant.
Legington Normal College. . . Dickey Bros. . . . . Lexington.
Pickens High School . . . . . J. R. Browne. . . . . Pickens.

ITAWAMBA.

Oakland Normal. . . . . G. A. Holley. . . . . Oakland.

JASPER.

Lake Como Institute. . . . . { L. L. Denson. . . . . / S. F. Thigpen. Lake Como.
Rose Hill Normal Institute. . . { C. P. Vance. . . . . / W. I. Thames. . . Montrose.
Jasper Normal High School. . S. T. King. . . . . Hamlet.
Pleasant Hill Academy. . . . . Stone Deavours. . . . . Alto.
Heidelberg Institute. . . . . A. N. W. Smith. . Heidelberg.

JEEFERSON.

Fayette High School. . . . . H. M. Quin. . . . . Fayette.
Union Church High School. . J. M. Grafton. . Union Church.
Fayette Female Academy. . . Miss Kate Wharton. . Fayette.

KFMPER.

Fairview Male and Female College. . . . . W. W. Moore. . . . . Binnville.

LAFAYETTE.

Abbeville Normal School. . . . { G. R. Hightower, Abbeville. / K. Harman, " .
Paris High School. . . . . C. J. Bass. . . . . Paris.
Clear Creek High School. . . { Prof's Austin / and Whitten. . Clear Creek.
Poplar Springs High School, C. C. Hughes, Poplar Springs.
Delay High School. . . . . J. D. Brown. . . . . Delay.

LAUDERDALE.

East Mississippi Female College. . . . . R. M. Saunders, ... Meridian.
Cooper Normal College. . . . T. F. McBeath. . . . . Meridian.
Meridian Normal College. . . . Johnston Bros. . . . . Meridian.
Pleasant Hill High School. . . W. H. Stinson, Pleasant Hill.

LAWRENCE.

Lawrence Co. High School...R. S. Foster....Silver Creek.
Hebron High School.....F. L. Riley.....Hebron.

LEAKE.

Charthage High School.....L. M. Cox.....Carthage.
Walnut Grove High Scool....W. C. Roaten..Walnut Grove.

LEE.

Shannon Academy.....W. F. Foster.....Shannon.
Guntown Academy.....F. M. Street.....Guntown.
Cedar Hill Academy.....W. R. Brooks.....Tupelo.
Providence College.....F. M. Abernethy.....Tupelo.
North Miss. Female College, T. C. Weir.....Verona.

LINCOLN.

Bogue Chitto High School...A. J. Maxey...Bogue Chitto.
Grange Hall High School...Edgar Green.....
Little Bahala Institute.....J. M. Girault,.....Wesson.

MARION.

Columbia High School.....W. W. Rivers.....Columbia.
Lumberton High School.....A. L. Summer...Lumberton.
Poplarville High School....J. L. Bonner....Poplarville.
Purvis High School .. ..C. F. Carley... .....Purvis.
Sylvan Institute .....F. F. Rankin.....
Bunker Hill Institute.....J. R. Robinson.....

MARSHALL.

Franklin Female College....Mrs. F. A. Tyler, Holly Springs
Maury Institute.....Miss. E. D. Watson, "
Bethlehem Academy..... Sisters of Charity "
Waverly Institute.....W. M. Moore.....Byhalia.
Kate Tucker.....Mrs. Kate Tucker...Byhalia.

MONROE

Smithville High School.....E. E. Cowley.....Smithville.

MONTGOMERY.

Winona Female College.....J. T. Zealy.....Winona.
Duck Hill Academy.....Prof. Sanderson..Duck Hill.
Poplar Creek High School..J. W. Armstrong, Pop. Creek.
Lodi High School.....Alex Yates.....Lodi.

NESHOBA.

Philadelphia High School...G. C. Tann....Philadelphia.
Iron Springs Normal.....W.A. Edwards.....Java.

NEWTON.

Decatur College..... G. G. Beeman.....Decatur.
Newton High School.....J. C. Fant.....Newton.
Conehatta Institute.....J. S. Scott.....Conehatta.
Greenwood Institute.....G. A. Park.....

NOXUBEE.

Macon Female Seminary....J. H. Buck.....Macon.
Shuqualak Female College..L. M. Stone.....Shuqualak.
Brooksville High School..... .....Brooksville.

OKTIBBEHA.

Starkville Female Institute..T. J. Sellers.....Starkville.
Starkville High School.....W. E. Saunders...Starkville.

PIKE.

Lea Female College.....C. H. Otken.....Summit.
Kavanaugh College.....H. W. Featherstun, Holmesv'le
Magnolia High School.....R. P. Moore.....Magnolia.
Iron Bridge Academy.....W. Bethea.....Iron Bridge.
Tylertown Normal Institute..H. M. Easly.....Tylertown.

PONTOTOC.

Toccopola College.....W. B. Gilmer.....Toccopola.
Pontotoc Male Academy.....J. M. Carter.....Pontotoc.
Chickasaw Female College..Mrs. M. J. Buchanan
Poplar Springs Normal College
Troy Normal College.....Bell & Garrett.....Troy.

RANKIN.

Brandon Female College....Miss F. A. Johnson, Brandon.
Brandon Male Academy.....T. E. Lamb..... .Brandon.
Pelahatchie High School.... { J. W. Campbell / F. A. Hatton.

SCOTT.

Harperville College.....C. A. Huddleston, Harperv'le

SMITH.

Sylvarena Academy.....W. S. Huddleston, Sylvarena.

TALLAHATCHIE.

Cascilla .....A. M. Beauchamp...Cascilla.

TATE.

Blackbourne College.....J. B. T. Moss.....Senatobia.
Senatobia Male Academy....T. H. Porter.....Senatobia.
Arkabutla College.....J. H. Porter.....Arkabutla.
Coldwater Academy.....J. S. Hudson.....Coldwater.

TIPPAH.

Blue Mountain College.....W. T. Lowrey, Blue Mountain.
Ripley School.....T. W. Hatcher.....Ripley.

TISHOMINGO.

Iuka Normal College.....H. A. Dean..... Iuka.

UNION.

Poplar Springs Normal College.....Langston & Davis, Pop. Springs

WEBSTER.

Walthall Normal School.....D. Harmon .....Walthall.
Bellefontaine Normal School. W. J. Taylor...Bellefontaine.
Cumberland Normal School..S. W. Smith.....Cumberland.
Cadaretta Normal School....C. S. Fogg.....Cadaretta.
Woodland Academy.....S. S. Steele.....Cumberland.

WINSTON.

Louisville Normal School....D. A. McIntosh... Louisville.
Louisville Academy.....Mrs.H.T. Kennedy,Louisville.
Webster High School.....J. D. Doss.....Louisville.
Winston Normal School.....G. F. Boyd.....Louisville.
Rural Hill Academy..... { L. L. Brewer...Louisville. / J. M. Shumaker. Louisville.
Beth Eden College.....J. R. Howarth....Beth Eden.

YALOBUSHA.

Walthall Institute.....G. W. Christian..Coffeeville.
Sylvarena Academy... .....J. E. Justice...Water Valley.
Big Spring Academy.....J. C. Hooker..Water Valley.
J. Z. George Institute.....Miss S. Dodson...Coffeeville.

YAZOO.

Benton School.....C. D. Thompson.....Benton.
Deasonville School.....G. W. Eatherly..Deasonville.
Phœnix School.....W. A. Gulledge.....Phœnix.
Midway School.....Mrs. R. M. McCommack, Midway.
Mechanicsburg School.....Chas. Parks..Mechanicsburg.
Zeiglersville School.....Mrs. M. H. Dinkins, Zeiglersville.
Dover.....R. W. Jones.....Dover.

PROGRAMME OF STATE TEACHERS' ASSOCIATION,

JACKSON, MISSISSIPPI, DECEMBER 28 AND 29, 1888.

First Day—Exercises to begin at 11 A. M.

Address of Welcome—J. R. Preston, State Superintendent.

Response and President's Address.—J. A. Rainwater, Superintendent, Panola County,

1. City Graded Schools—Paper by Gerard Brandon, Natchez. Discussion opened by J. S. Perrin, Hazlehurst; F. F. Elliott, Water Valley; J. C. Brooks, Jackson.

2. The Teaching of Agriculture in Public Schools—Paper by W. H. Magruder, A. & M. College. Discussion opened by D. P. McKay, Tupelo.

3. School Honors—T. F. McBeath, Daleville. Discussion opened by W. T. Lowrey, Blue Mountain; J. H. Leckey, Yazoo City.

4. Commercial Training—J. M. Sharpe, Mississippi College. Discussion opened by Prof. Davis, Poplar Springs, W. B. Roseborough, Senatobia.

5. Proper Elements in Woman's Education—C. L. Cocke, I. I. & C. Discussion opened by T. J. Newell, Grenada; C. H. Otken, Lea Female College.

6. Proper Limits of Public School Curriculum—C. A. Huddleston, Harperville College. Discussion opened by A. J. Aven, Winona; C. P Gilmer, Banner.

7. Woman's Educational Rights—J. L. Johnson, Oxford. Discussion opened by E. L. Ragland, Wesson; J. L. Dickey, Buena Vista.

8. Woman's Work in Education—Mrs. F. J. Mosby, Meridian.

9. Religious Instruction in Public Schools—W. B. Murrah, Whitworth College. Discussed by L. M. Stone, Shuqulak; Prof. Long, Okolona.

10. Our Duty as Educators to the Negro—J. W. Johnson, Oxford. Discussed by J. G. Deupree, Clinton; E. D. Miller, Superintendent, Marshall County.

COUNTY SUPERINTENDENT'S DIVISION.

1. Visiting Schools—Aims and ends to be reached. Paper by Wm. H. Ker, of Claiborne. Discussion opened by Superintendent E. D. Miller, Marshall, and Supt. D. S. Burch, Copiah; C. S. North, Hinds; A. A. Newell, Pontotoc.

2. Examinations of Teachers—How to conduct them so as to prevent abuses. Paper by Supt. N. W. Lea, Coahoma. Discussion opened by Supts. P. A. Rush, Layfayette; Truman Gray, Wayne; W. T. Wynn, Yalobusoa; J. H. Currie, DeKalb.

3. Relation of County Superintendents to their Teachers—Paper by Supt. E. A. Pace, Noxubee. Discusion opened by Supt. J. W. Hender-

son, Adams; T. W. Brown, Wilkinson; Alex. Trotter, Clarke; W. L. Lipscomb, Lowndes.

4. Location of Schools—Practical Difficulties—How to overcome them. Maps of districts—how made. Paper by Supt. Chas. M. Thurmond, Tippah. Discussion opened by Supts W H. Johnston, DeSoto; C. R. Lacy, Prentiss; L. A Fort, Oktibbeha; W. F. McInnis, Lawrence.

5. School Finances—Duties of Superintendent in reference thereto. Paper by Supt. W. E. Pegues, Lee. Dissussion opened by Supts. S. Archer, Washington; R. Horton, Grenada; C. D. Lancaster, Harrison; Jno. A. Stevens, Clay.

6. School Records—Paper by Supt. A. M. Hicks, Yazoo. Discussion opened by Supts. J. R. Galtney, Amite; J. R. Reynolds, Alcorn, S. A. Matthews, Pike.

7. School Trustees—Tenure of office of; their duties and how they can be induced to perform them. Paper by Supt. E. P Thompson, Monroe. Discussiou opened by M. F. Rogers, Union; J. H. Kirkland, Scott; G. T. Hamilton, Holmes; H. C. Smith, Jones.

NOTE—The Executive Committee request that no paper shall require more than twenty minutes. There will be general discussion upon each paper.

WALTER HILLMAN,
Chairman Executive Committee.

J. G. DEUPREE, Secretary.

PROCEEDINGS.

This body of educators and friends of education met in the city of Jackson, December 28, 1888, and remained in session two days, President J. A. Rainwater in the chair, and Secretary J. G. Dupree at the desk. After singing the hymn, Along the River of Time, the opening prayer was led by Dr. Walter Hillman, of Central Female Institute, Clinton.

State Superintendent J. R. Preston, in a few and pathetic words told of the deep affliction in the serious illness of an affectionate brother and the death of a devoted mother, which forbade his discharge of the duty assigned him by the Executive Committee to deliver the address of welcome.

By request, Prof. W. H. Fry, Capital Commercial College, welcomed teachers and visitors in a chaste and impressive address. Prof. J. A. Rainwater responded, and also delivered the annual President's Address, replete with timely suggestions as to the high functions of the teacher and recommending important amendments to the school law.

On motion, Prof. J. W. Johnson, University, and Prof. E. A. Pace, Brooksville High School, were appointed Assistant Secretaries and directed to enroll all lovers of education as members of the Association.

By motion, the suggestions of the President in regard to changes in the School Law were referred to a committee consisting of Superintendents Henderson and Thompson and Prof. Magruder, of the A. and M College, and the committee instructed to report to-night.

An able paper by Prof. W H Magruder, A and M. College, on "The Teaching of Agriculture in the Public Schools," was eloquently read and well received.

Dr. Edward Mayes, University, by invitation addressed the Association in reference to his work of compiling an educational history of Mississippi, under the direction of the Bureau of Education, in Washington. He wants every educator and every friend of education to aid him by furnishing facts relating to the history of any High School or College in the State. Old catalogues, speeches, advertisements or any document that will throw light on the subject, are earnestly desired. He gave many interest-

ing details of the plan and method of his work, completely enlisting the interest and sympathy of his audience. Among other facts worthy of remembrance he stated that Jefferson College was the oldest chartered institution in the State, having received its charter in 1802. Many of its alumni have filled important stations in every vocation.

Prof. T F. McBeath, Cooper Normal College, read a paper on "School Honors," captivating the Association with sparkling wit and brilliant sense. He had no serious objection to class honors, but opposed with keen ridicule prizes and the marking system. His paper will bear careful perusal.

Prof. J. H. Lecky followed, in the discussion of the same subject, agreeing for the most part with the positions of Prof. McBeath. He believed that prizes and rewards often awakened unworthy passions and sacrificed the finer feelings of the heart and stifled the conscience, by appealing to motives of inferior worth.

AFTERNOON SESSION.

The Association met pursuant to adjournment, all officers in place.

In the absence of Prof. J. M. Sharp, Mississippi College, by request Prof. J. G. Deupree read the paper Prof. Sharp had prepared on "Commercial Training." It is a strong presentation of the value of business training as compared with classical culture.

"The Practical Element in Woman's Education" was the subject of an excellent paper by Prof. Chas H. Cocke, I. I. and C. He set forth the duties of woman in a strong light, showing the necessity for her training and education, and contending that any genuine mental training could be put into practice in after life.

Prof. J. G. Wooten read a carefully prepared and well digested paper on the "Educational Value of Vocal Music." He claimed that it purified the soul by instilling into it the finer sentiments ever uttered in song, and that in consequence it developed the purest social qualities of human nature. The paper was filled with valuable suggestions in regard to selecting and teaching vocal music in the public schools of the State.

NIGHT SESSION.

Prof. A. J. Aven discussed the subject, "The Proper Limits of our Public School Curriculum." He thought it good as far as it went, but was of opinion that it would be vastly improved by the addition of book-keeping and politieal economy; the first because of its practical and educational value; the second because of its tendency to enlighten the public mind on the great labor problems which threaten to disturb the relations of capital and labor and to overthrow some of our most cherished industries.

Prof. H. J. Fry thought that in addition to the two subjects recommended by Prof. Aven, "Scientific Temperance" should be made a Public School study, and that Vocal Music would also be a proper thing to be added to the curriculum, being both a recreation and a mental and moral discipline.

Dr. Hunter thought that the dividing lines between the common schools and the High Schools should be sharply defined. The limits should be clearly set and properly guarded. It is impossible for the State to give extended education to all her children, and she should assume no more than she can thoroughly accomplish. The rest should be left to private and denominational enterprise. As to reading the Bible in the public schools, he didn's know that he would require it, nor would he forbid it. In some communities one course might be proper, while in other communities, the other course should be preferred.

Superintendent Ker thinks that the Board of Education should define more sharply what studies and what amount of each should be required for the graduation of the pupil from the public school.

Prof. Wooten objects to the increase of the public school curriculum. He is of the opinion that it is much more important to have the present curriculum better taught. All the energies of the school system should rather be directed to the end of getting better work done in the schools.

Prof. W. B. Mixon objects to the introduction of political economy on the ground of its being a senior study and unsuited for common schools, as it is above the eapacity of the pupils.

Prof. E. L. Ragland, Wesson, read a paper on "Woman's Educational Rights," in which he took the advanced ground that co-education was one of her natural rights, and one which she had already asserted. While in itself co-education is right and proper enough, yet it is inexpedient for the sexes to take the same course and training. Woman should study rather what she may make serviceable in after life. If she prefers medicine and has talent in that direction, let her study medicine. Many women have become eminent and skillful practitioners.

Dr. Little thinks that woman has by nature three striking characteristics —emotion, conscience and will. That she is conscientious, is universally conceded. That she is emotional, none will deny. That she has a will may be proven by every married man in the house. The old proverb, "Where there's will there's a way" has been verified by woman, for whenever she has had a will she has had her way.

Prof. J. W. Johnson, University, read an exhaustive and carefully prepared paper on "Our duty as Educators to the Negro." He showed that $1,000,000 are paid annually towards the education of the negro by the Northern States and $2,000,000 by the Southern States.

Prof. J. G. Deupree, Mississippi College, read also, a brief paper on the same subject, taking substantially the same ground, and arguing the duty of Southern men to aid the negro teacher in preparing for his work of teaching the colored youth on the ground that it were better for the negro to get his educational inspiration from those among whom he is to live, than from our political opponents.

The Association endorsed the papers read on this subject; and there was no discussion.

The president read an invitation from Prof. Dobyns, asking the Association to visit the Deaf and Dumb Institute, either in a body or as individuals, as would best suit their convenience.

By motion, the invitation was gratefully accepted, and it was decided that the Association go in a body at 3 P. M., on Saturday.

SECOND DAY.

Association met pursuant to adjournment, President Rainwater in the chair and Secretaries at the desk. Opening prayer was led by Rev. E. D. Miller, of Holly Springs.

Superintendent Ker, of Claiborne, read a paper on "Visiting Schools." He recited many advantages from visiting schools, but noted more from visiting trustees and patrons. They need awakening far more than do the teachers and the pupils. It is singular that the people must be urged to take an interest in the education of their own children. Was it always so? or is this but the result of free schools?—pertinent questions, to be sure.

Superintendent Miller regards "Visiting Schools," or supervision, as indispensable. He examines teachers in his office, it is true, but what he learns of the qualifications of a teacher by a visit to his school is a far more important factor in determining the grade and the pay. He was emphatic in his opposition to the old-fashioned "Dictionary Class" for oral spelling. Scores of the words thus memorized are of no practical value to the pupils. The dictionary is properly a book of reference, and spelling in school should be mainly confined to the words of the average pupil's vocabulary. He has no need to spell a word which he has no occasion to use.

Superintendent D. S. Burch, Copiah, considers the teacher as supreme in his school-room. But that does not argue that he needs no supervision. No individual or corporation would employ scores of laborers and then fail to supervise them. Besides seeing that a teacher is competent and faithful, the superintendent can often be of great service to the teacher by some timely suggestion which his larger experience enables him to give. The superintendent gleans suggestions and devices as he goes his rounds and distributes the same throughout all the schools of his county, so that all are the gainers. Then, by becoming better acquainted with his teachers, his sympathies are more enlisted and his heart responds more freely when called to help by advice or otherwise in the classification, the discipline or the instruction of a class or an individual.

The committee on Changes in the School Law reported, and after amendments, the report was adopted, and is as follows:

REPORT OF COMMITTEE ON CHANGES IN THE SCHOOL LAW.

Your committee to consider and report on changes in the school law, submit the following:

We concur in the recommendation of the President that the words "may" and "not to exceed" be stricken out, and the words "shall" and "of" be substituted in section 7, Constitutional Provision. It will then read: "The Legislature shall levy a poll-tax of $2 a head in aid of the school fund and for no other purpose."

We concur in the recommendation that section 13 of the school law be so changed that the county superintendent shall not be required to be in his office and attend Institutes in remote parts of the county on the same day.

We recommend that in section 15 the words "fuel and printing" be inserted after the word "necessary" in the first line.

We concur in the recommendation to strike out "$800" in section 16, after the words "provided further," and to insert "$1200" instead.

We concur in the recommendation that one week be devoted to Institute work for the colored teachers and one for the white teachers, and teachers in attendance shall be paid accordingly.

We concur in the recommendation that in section 47, after the word "district," in the second line, the words "or any school district or subdistrict" thus giving a community the right to tax themselves for building or repairing a school-house.

We concur in the recommendation that section 57 should be so amended as to provide that experienced first-grade teachers, as principals of schools having 100 children or more, of sufficient advancement to require such teacher, shall have their salaries fixed by the county superintendent between $50 and $75 per month.

We recommend that the winter term should, by law, be allowed to begin at any time from November 1 till the 2d Monday in January; and the summer term on May 1, or as soon thereafter as convenient.

We concur in the recommendation that the State should establish one or more Normal schools for the education and training of white teachers.

Respectfully submitted,

J. W. HENDERSON,
E. P. THOMPSON,
W. H. MAGRUDER,
Committee.

Referring to that portion of President Rainwater's opening address, in which Normal schools were advocated as part of the State's educational system, President Cocke, of the I. I. & C. called attention to the Normal course of study already established and in successful operation in that institution for white girls.

He showed from the catalogue its prominent place in the general scheme of the college, and explained further, that, in methods and results, the training in the regular collegiate course was also largely Normal.

Of the ten young ladies offering for graduation this session, all contemplate teaching as their vocation after leaving the college.

By request, State Superintendent Preston made some timely remarks explanatory of the Institute Outlines. These Outlines are purposely written in general terms, so as to leave special details to conductors of institutes, aiming mainly to direct teachers to methods and pedagogies. Interest, enthusiasm and interchange of views as to how to teach the several school branches, are the elements of a successful Institute. If the teachers can only be induced to attend and to participate in the exercises, the "How to conduct the Institute" will take care of itself.

Prof. E. A. Pace read a very sensible and practical paper on the "Relations of County Superintendents to their Teachers." His elegant diction, his sound views, and his good reading were well received by the Association. The paper should be carefully pondered by all Superintendents and all the teachers in the State.

By motion, the arrangements for the next meeting were left to the Executive Committee.

By motion, the Association proceeded to the election of officers for the ensuing year, with the following results:

President—Supt. E. D. Miller, of Holly Springs.

Vice-Presidents—Supts. Thompson, Henderson, Burch, Rainwater, and Hicks, and Profs. Fitzhugh and H. J. Fry.

Recording Secretary—J. G. Deupree, Mississippi College.

Corresponding Secretary—J. W. Johnson, University.

Treasurer—E. A. Pace, Brooksville.

By motion, a voluntary collection of $12.55 was taken to defray the incidental expenses of the meeting.

The following committees were appointed by the newly elected President, Miller, after thanking the Association for the honor conferred.

Finance—Dr. R. H. Whitfield, Prof. H. J. Fry, Mrs. J. G. Deupree.

Auditing—Supt. Burch, Supt. Rush, Prof. Anderson.

Normal Schools—Supts. Cocke, Deupree, and Rainwater.

Common Schools—Supts. Kincannon, Lee, and Henderson.

Higher Education—Mrs. Hillman, Mrs. Peyton, and Miss Duval.

Executive—Supt. Preston, Dr. Hillman, Mrs. Hillman, Profs. Johnson and Deupree.

ANNUAL SESSION—DECEMBER 26-28, 1889.

HELD IN JACKSON GRADED SCHOOL BUILDING.

E. D. MILLER, President. J. W. JOHNSON, Secretary.

Thursday, December 26, 8 p. m.

Welcome Address—Governor Robert Lowry.

Response and Annual Address—E. D. Miller, President.

Songs—1. Dearest Heart.—Streletzki.

2. When the Bloom is on the Rye.—Bishop.

Miss May Cowan.

Scientific Temperance Instruction—Its Claims,

Mrs. H. B. Kells.

Should Children Read the Newspapers of the Day.

Miss Eula Deaton, Sardis.

Discussion: { J. G. Wooten, Oxford. / T. F. McBeath, Cooper Normal College.

Chorus—By pupils Jackson Graded Schools.

Friday, 9:45 a. m.

Song—By pupils Jackson Graded Schools.

Do Students of Agricultural Colleges Make Successful Farmers?
W. L. Hutchinson, State Chemist A. & M. College.

Discussion: { Dr. Walter Hillman, J. C. Welborn.

Teaching Geography—Clay and sand modeling.
Miss Minnie Federick, Water Valley.

Discussion: { Mrs. J. W. Moore, Magnolia. H. J. Fry, Crystal Springs.

Exhibit by Deaf and Dumb Institution.
Signal Service—R. B. Fulton, State University.
The Microscope in High Schools—
J. M. Barrow, Columbus Public Schools.
Discussion: J. G. Deupree.

Afternoon Session.

History in Schools—How it should be taught—
S. C. Mitchell, Mississippi College.

Discussion: { W. A. Anderson, Holly Springs. W. H. Magruder, A. & M. College.

Exhibit by Blind Asylum.
Marking for Promotion—W. R. Sims, State University.

Discussion: { T. J. Woofter, West Point. W. F. Moncreiff, Macon.

Friday Evening, 8 p. m.

Calisthenic Exhibit—By pupils of Jackson Graded School.
Compulsory Education—J. S. Perrin, Hazlehurst Schools.

Discussion: { E. E. Bass, Greenville. J. R. Gulledge, Yazoo County.

Fly Away, Birdling—Abt.—
Misses Mary and Sallie Wolf.
The Relations of High Schools to the University—
H. A. Strode, University.

Discussion: { J. H. Leckey, Yazoo City. J. M. Carter, Pontotoc.

Recitation—Miss Lilla Chiles, Jackson.
Advantages to Women of Education in the Natural Sciences—
Miss Helen Quinche, I. I. & C.
Song—The Adieu—Nicolai—Misses Mary and Sallie Wolf.

Saturday, Opening at 9 a. m.

County Superintendency—An Indispensable Factor in a Successful Public School System—Supt. J. W. Henderson, Adams.
Elective County Superintendency—
W. D. Berry, Kosciusko.
General discussion of two preceding papers.
Opened by Supt. E. P. Thompson, Monroe.
Supt. C. S. North, Hinds.
Our Graded Schools—E. L. Ragland, Wesson.

Discussion: { E. W. Wright, Vicksburg. A. A. Kincannon, Meridian.

The Relations of our Educational Institutions to Each Other—
Miss Fannie Camp, Oxford.

Discussion: { E. Mayes, University. C. H. Cocke, I. I. & C.

EAST MISSISSIPPI TEACHERS' ASSOCIATION.

[Programme of meeting held in Macon, 1888.]

TUESDAY, July 24, 9:30 A. M.

Prof. W. P. Minor, Chairman Ex. Com.....Call to order.
Rev. S. D. Long, Macon.....Opening Prayer.
Temporary Organization.
A. T. Dent, Mayor of Macon.....Address of Welcome.
J. H. Currie, Supt. Kemper county.....Response.
Enrollment or Teachers.

[At the conclusion of this session, all are invited to remain some time, and take part in a Teachers' Re-union.]

EVENING SESSION, FROM 3 TO 6 P. M.

Prof. J. M. Barrow, Columbus....."School Organization and Discipline."
Alternate—Prof. Wooten, West Point.
Prof. J. M. Carter....."Teachers' Institutes."
Alternate—H. D. Minor, Macon.
Prof. W. H. Magruder, A. & M. College....."The New Education."
Alternate—Dabney Lipscomb, A. & M. College.
W. E. Pegues, Supt. Lee county....."Annual Examination."
Alternate—Chas. M. Thurmond, Supt. Tippah county,
T. Moroney, New Orleans....."Teaching as a Business."

[At the close of this and each succeeding day's session, a short time will be allowed for the transaction of miscellaneous business.]

NIGHT SESSION, FROM 8 TO 10 P. M.

Rev. W. T. Lowrey, Blue Mountain...Annual Address to the Association.
Miss Ida Gaines, Brooksville.....Recitation.
Col. L. J. DuPre, Birmingham.....Lecture.

WEDNESDAY, JULY 25, FROM 9 TO 12 A. M.

Dr. R. W. Jones, I. I. & C....."Industrial Education for Girls."
Prof. Jno. G. Deupree, Clinton....."Time an Element in Education."
E. A. Pace, Supt. Noxubee county....."Public Schools an Auxiliary to Continued Sessions."
Prof. J. W. Johnson, Oxford....."Connection between High Schools and the State University."
J. A. Rainwater, Supt. Panola county....."School Superintendence."
Alternate—W. L. Lipscomb, Supt. Lowndes county.

EVENING SESSION, FROM 3 TO 6 P. M.

Prof. H. B. Abernethy, Troy....."Normal Schools."
Alternate—Prof. Garrett, Troy.
Prof. Johnson, Meridian....."Co-Education."
Alternate—T. F. McBeath, Daleville.
Rev. L. M. Stone, Shuqualak....."The Moral Element in Education."
Alternate—Rev. T. J. Newell, Grenada.
Prof. J. A. Aven, Winona....."Relation of Patrons to Public Schools."
Alternate—A. G. Vinson, Scooba.
Hon. J. R. Preston, State Supt....."Public Education."

SOUTH CENTRAL TEACHERS' ASSOCIATION.

Will convene at Crystal Springs, May 23, 24 and 25.

THURSDAY, 8 P. M.

Invocation by Rev. W. A. Mason.

Address of Welcome, Miss Mary Lotterhos, Crystal Springs.
Response, Miss Mary Brickell, Yazoo City.
Poem, Miss M. M. Lackey.
Literature for Our Schools—R. P. Moore. Discussed by J. H. Leckey, of Yazoo City and Miss Fannie Leigh, of Clinton.
Social re-union for one hour.
Relation of Colleges to the Public Schools.—H. Walter Featherstun, Holmesville. Discussed by Dr. Fitzhugh, of Brookhaven, and E. L. Ragland, of Wesson.
School Discipline—J. C. Brooks, Jackson. Discussed by H. M. Quin, of McComb City, and Miss Cora Enochs, of Copiah.

FRIDAY, 9 A. M.

Appointing of Committees.
Progress of Science—J. G. Deupree, Clinton. Discussed by Prof. Girault, of Copiah, and J. H. Brooks, of Sardis.
School Expositions—G. W. Lighty, of McComb City. Discussed by H. J. Fry, Crystal Springs, and Miss Jane Hyer, of Wesson.
The Teacher and the Future Citizen—M. B. Mixon, Tylertown. Discussed by A. J. Aven, Winona, Prof. Sellers, Clinton.

FRIDAY, 3 P. M.

Some Mistakes of a Teacher as Seen by a Trustee—Judge Cooper, Jackson, A. LeBlanche, Magnolia.
Some Mistakes of a Trustee as Seen by a Teacher—J. H. Brooks, of Sardis. Discussed by Miss Millsaps, of Copiah, Miss Dunlap, of Hazlehurst.
Uniformity of Text-Books—John Sexton, Copiah. Discussed by Rev. A. A. Lomax, Hazlehurst, and J. H. Collins, Tylertown.
Relation of County Superintendent to Their Teachers—D. S. Burch, Copiah. Discussed by S. A. Matthews, of Pike and A. M. Hicks, of Yazoo.
Sunshine and Shadow of Teaching—Mrs. Peyton.

FRIDAY, 8 P. M.

General Education—Hon. J. R. Preston.
Commercial Training—W. H. Fry, Jackson.
Social Re-union.

SATURDAY, 9 A. M.

Educated Suffrage—J. S. Perrin, Hazlehurst, J. S. Dickey, Lexington.
What Should We do for the Colored Schools—J. H. Leckey and Prof. Andrews, Jackson.
Relation of Patrons to the School—Rev. T. J. Newell, Grenada, and W. F. Standifer.
Educational Associations and Re-union.—H. J. Fry.
Election of officers. Selection of place of meeting.
Report of Committees.
Saturday afternoon devoted to our guests.

NORTH-WESTERN TEACHERS' ASSOCIATION.

At Water Valley, July 3, 4 and 5, 1889.

Wednesday, 8:15 p. m.

Invocation, followed by Music.
Address of Welcome.—Prof. F. P. Elliott, Water Valley.
Response.—W. D. Berry, Kosciusko.

Influence of the Daily Press.—Miss Mollie V. Duval. Discussed by Editor of the "Progress," Water Valley.

Thursday, 8:30 a. m.

Appointing of Committees.

Proper Stimulus to Study.—J. H. Brooks, Sardis. Discussed by Misses Hugh Ella Owens, Eugenia Smith and Mr. P. Watt Lanier.

The Live Teacher.—Prof. J. G. Deupree, Clinton. Discussed by Mrs. Annie P. Cundiff and A. V. Smith, Holly Springs, and Major J. R. Preston.

Thursday, 2:30 p. m.

How to Teach Geography.—Miss Anna Bailey, Winona. Discussed by G. W. Smith, Miss Minnie Frederick, Water Valley, and Miss Mary V. Duval.

County Institutes and Associations.—J. A Rainwater. Discussed by W. W. Rivers, A. J. Aven and H. J. Fry.

Thursday, 8:15 p. m.

Teaching as a Business.—J. W Johnson. Discussed by T. B. Winston, J. S. Hudson and H. A. Ingram.

Social Re-Union.—Programme arranged by Teachers of Water Valley.

Friday, 8:30.

Practical Female Education.—T. J. Newell, Grenada. Discussed by Mrs. F. K. Roby, C. P. Gilmer, Miss Torie Vaughn and J. C. Ballard, Hernando.

Importance of English.—B. G. Lowrey. Discussed by Miss Loudie Pease, J. L. McCorkle and G. W. Christian.

Should Our Legislature Establish State Normal Schools, with Suitable Resolutions for the Same.—T. F. McBeath, Daleville, J. S. Dickey, Lexington, and H. A. Dean, Iuka.

Report of Committees, Election of Officers, Selection of Place and Time of Meeting.

Friday Afternoon.

Devoted to Visiting the Industries of Water Valley and Entertaining Our Guests.

For information address any of the Executive Committee.

A. J. AVEN, Winona,
J. A. RAINWATER, Sardis,
H. J. FRY, Crystal Springs,
J. G. DEUPREE, Clinton,
J. C. BALLARD, Hernando.

Or, J. W. JOHNSON, President, Oxford, Miss.

EAST MISSISSIPPI TEACHERS' ASSOCIATION.

TUPELO, 9th, 10th AND 11th OF JULY, 1889.

Tuesday.

9 o'clock—Meeting called to order by the Chairman.

Prayer.

Election of President and other officers.

9:15—Welcome Address—Prof. McKay, of Tupelo.

Music.

Response—Prof. J. G. Deupree, Clinton.

9:30—Appointment of Committees.

What are the Prominent Causes of Failure in Teaching?—Prof. W. B. Gilmer, of Toccopola. Alternate—Prof. E. A. Smith, Houlka.

Discussion, 30 minutes. Music.

10:30—Value of Thoroughness in Primary Instruction—Prof. J. B. Williams, Byhalia. Alternate—Mrs. W. E. Pegues, Tupelo.

Discussion, 20 minutes. Music.

11:15—Prominent Defects of Text Books; a true and short criticism (if possible) of our common school books—Prof. R. F. Preston,

Aberdeen. Alternate—Prof. J. C. Francis, Shannon. Dicussion. Music.

2:00 p. m.—Music.

The Province of the Common Schools—Prof. Thos. McBeath, Daleville. Discussion. Music.

2:30 p. m.—Winter Institutes—Rev. E. D. Miller, Supt. of Marshall county. Alternate—Supt. M. F. Rogers, New Albany. Discussion. Music.

3 to 4 p. m.—One hour's social enjoyment.

4:30 p. m.—Business meeting. Music.

8:15 p. m.—Music.

Progress of Education in Mississippi—Prof. Edward Mayes, LL. D., Chairman of the Faculty of the University of Mississippi. Music.

One hour's social meeting, getting acquainted, etc.

Wednesday.

9:00 a. m.—Called to order. Music, Prayer, Reading Minutes.

9:15 a. m.—Unconscious Tuition—Prof. B. M. Bell, Troy.

9:35 a. m.—What is the True Philosophy of School Government?—Prof. C. H. Cocke, Pres. I. I. & C., Columbus. Alternate—Dr. Wier, Verona. Music.

10:00 a. m.—Literature in Schools—Mrs. S. G. Abernethy, Houston. Alternate—Prof. W. T. Lowrey, Pres. Blue Mountain Female College. Discussion, 20 minutes. Music.

10:50 a. m.—Our Connection with the State University and our Allegiance to it—Prof. A. A. Kincannon, Supt. Meridian Graded Schools. Alternate—Prof. J. S. Long, Okolona. Remarks of teachers regarding it.

11:45 a. m.—County Superintendents' Office Work and Records—Supt. Jno. A. Stevens, Clay county. Music.

2:00 p. m.—The Apathy of Parents in Regard to the Education of their Children and how to remedy it—Prof. W. M. Belk, West Point. Alternate—Prof. H. B. Abernethy, Houston. Short experiences of teachers on this subject.

2:45 p. m.—Defects of the School Law—Supt. J. M. Carter, of Pontotoc. Discussion. Music.

3:30 p. m.—Importance of Elocution in Schools—Miss Alice Watkins, Houston. Discussion.

4:00 p. m.—Time is Necessary in Education—Prof. B. G. Lowrey, Blue Mountain.

8:15 p m.—Music. Essay, Miss Zana Bell, Baldwyn. Music.

The Moral Element in the School Room—President Stone, of Shuqualak. Music. The Value and Influence of Good School-houses, and how to get them—State Supt. J. R. Preston, Jackson. Music.

Thursday.

9:00 a. m.—Called to order, Prayer, Music, Reading of minutes.

County Superintendents—Their duties, performed and neglected—Supt. E. P. Thompson, Monroe. Alternate—Supt. L. A. Fort, Oktibbeha. Discussion. Music.

10:00 a. m.—School Examinations, their use and abuse—Prof. W. T. Foster, Shannon. Alternate—Prof. Edmonds, Tupelo. Discussion.

10:40 a. m.—Our Duty towards the I. I. & C. and A. & M. College—Prof. Saunders, Starkville. Alternate—Mrs. S. S. Page, Rienzi.

11:20 a. m.—Our Duty to the Negro, and the Encouragement to be Given him in Education—Prof. W. H. Magruder, A. & M. College.

12:30 p. m.—Business meeting. Adjournment.

J. G. WOOTEN,
W. E. PEGUES,
J. M. CARTER,
J. S. LONG,
MRS. S. G. ABERNETHY,
} Committee.

PROGRESS OF EDUCATION IN MISSISSIPPI.

Essay Delivered by Chancellor Mayes before E. M. T. Association at Tupelo, July 11.

Of necessity, a consideration of the Progress of Education in Mississippi carries us back to the period of the State's first settlement. A brief outline of that interesting and eventful history will be helpful, not so much by way of information as by way of reminder.

Let it then be recalled that the first settlement of the State was by the French, who located mainly about Biloxi and Natchez; that in the year 1763, as one of the results of the treaty of Paris, the King of England came into the undisputed and exclusive possession of this portion of the continent, and that immediately thereafter a strong tide of immigration set in to the Natchez country, which proceeded from the entire Atlantic seaboard, from Massachusetts to Georgia.

It is a noteworthy fact that the first settlers of Mississippi were not, in the ordinary sense, pioneers; they were not backwoodsmen. They came to cultivate the soil and establish estates; not in order to hunt and trap or search for fabled gold. They brought with them both culture and wealth. A natural and logical, but not the less interesting consequence of this fact is, that from the very first there is manifested, as we shall see further along, a high appreciation of, and earnest striving for, the higher processes of a classical education. Difficulties hampered the pursuit, it is true, but our State never knew the day when its people rested in dull contentment with that low grade of intellectual culture which we may describe as the backwood's education.

The settled country of that period extended along the east side of the Mississippi River from the Walnut Hills (near the mouth of the Yazoo) downward. It was about 15 miles wide in its northern line and about 60 on its southern. All eastward and northward, for hundreds of miles, was wilderness.

When the Revolutionary War broke out this country, not being actively engaged in the conflict, and being claimed as part of the Floridas (then British loyal provinces) was invaded and subjugated by the Spaniards from Louisiana. It was not until the year 1795 that the complication arising from this Spanish conquest was settled by the treaty which established the boundary of 31 degrees for the United States. However, settled it was, finally; and now we are prepared to attend more particularly to the matter of education.

During the periods of the English and Spanish domination we search in vain for any evidences of educational work on the part of the Government. There were no public schools. Not only had the Spaniards none such, but also their course rather tended to repress the effort of the people to advance education by even private establishments. The cause of this fact is not far to seek. The conquerors were Spaniards and Catholic, the conquered were English and Protestants; and ignorance is favorable to subjection.

Notwithstanding such discouragement, however, and others, our forefathers established schools. The Lymans, the Swayzes, the Hutchins, and the Vicks had too keen a sense of the value of knowledge to permit their children to grow up in ignorance; and the private school, ill-taught often by irresponsible and dissolute principals, was still frequently established and persistently maintained.

On the 23d of December, 1799, Mr. Sewall presented to Congress a letter from Gov. Sargeant, inclosing a memorial from the inhabitants of the Natchez, praying for legislative aid in the establishment of a seminary. This was the first movement of the life to come.

In the year 1801 it was that the first public female school in the territory

was started. Natchez was its site, and its principal the Rev. David Ker. In this assembly it will be appropriate to devote a few words to this the first teacher of reputation in Mississippi. He was of that grand strain, the Scotch-Irish. He was born in Ireland. In 1794 he was a Professor of the University of North Carolina. Removing to Mississippi in 1800 he served in the capacity of Sheriff and of Clerk of Adams county, and of Judge of the Superior Court. He was accounted the ablest and best Judge on the bench. In his school-work he was assisted by his wife and daughter, who were highly finished scholars and very elegant ladies. I have in my possession an oration (probably the only copy of it extant) delivered by him on the 4th of July, 1814; and it is hardly extravagant to say of it that it is Ciceronian in its polish and Henry-like in its fire.

In the year 1801 Mississippi was advanced to the second grade of territorial government; it was granted a legislature. On the 1st of December, 1801, the first legislature convened at Natchez, Wm. C. C. Claiborne being Governor. On May 13, 1802, the legislature proved the devotion of their constituents to the cause of education by passing the charter for Jefferson College, which venerable institution, the State's first born, still flourishes amongst us. This college is ever memorable, not only because its charter was the first granted to a school in Mississippi, but also because it was the very first act of incorporation passed for any purpose whatsoever. There was, however, no endowment; but on the 3d of March, 1803, Congress granted to it a township of land and two lots in Natchez. By a singular combination and sequence of untoward events this munificent gift bore no practical fruit until about thirty years afterward; and the institution, which attracted the attention of all the United States as being the richest then in the Union, was in fact struggling with the bitterest poverty. Not until the year 1810, eight years after its charter, did it open its doors; when at last it was enabled to do so, by absorbing the Washington Academy, a school conducted by the Rev. James Smiley.

The next event worthy of notice was the establishment of the Elizabeth Female Academy under the auspices of the Methodist church. This occurred in the year 1818, the next year after the admission of our State into the Union. The academy was named after Mrs Elizabeth Greenfield who donated its lands and buildings. For twenty-five years it did a noble work. In the decade from 1819 to 1829 its boarders mounted in number from 28 to 63. The school was celebrated for the thoroughness of its tuitional work, and achieved its greatest reputation under the government of Mrs. Caroline V. Thayler, a lady of scholarly attainments and literary reputation, a grand-daughter of General Warren, the hero of Bunker Hill.

Up to and including the year 1820 the following academies had been chartered by our territory and State: In 1802 Jefferson College, of Adams county; in 1809 Madison Academy, of Claiborne county; in 1814 Jackson Academy, of Wilkinson county; in 1815 Pinckneyville Academy and Williamson Academy, of Wilkinson county, and Amite Academy, of Amite county; in 1818 Hancock College, of Hancock county; in 1819 Elizabeth Female Academy and Natchez Academy, of Adams county, Beach Hill Academy of Jefferson county, Pearl Hill Academy of Lawrence county and Wilkinson Female Academy of Wilkinson county; in 1820 Columbian Academy, of Marion county—in all thirteen.

In the year 1821 a remarkable event occurred. Franklin Academy of Columbus was established. It should be remembered that at that time all the northern, central and southern portions of the State was wilderness. Nominally within the limits of the State they were yet Indian counties. The county of Monroe (now Monroe and Lowndes approximately) had been acquired by treaty from the Chickasaws in connection with some other lands taken into Alabama; and it constituted an oasis of burgeosing civilization in the midst of a wide desert of savagery. Here, then, in 1821 was established Franklin Academy, which has enjoyed an unbroken existence of sixty-eight years, which was and is a sixteenth section school, and

was by twenty-four years the first free school of note and permanent establishment in the State; and which, while founded in a period when it was criminal to teach a negro to read, now counts on its roster of near one thousand pupils, almost five hundred blacks.

In this year of 1821 also appears the first foreshadowing of a common-school system, crude and inept, but still a promise. The literary fund was created. The act of creation provided that all escheats, confiscations, forfeiture for violations of penal statutes (not being otherwise appropriated) should be set aside for two purposes: First, for the education of poor children, and, second, for the encouragement of schools. It was a good fundamental conception, overwhelmed and nullified by a cumbersome machinery and negligent management. The funds were hardly ever collected. What little came to hand, after some little disbursement to pupils, was finally lost in the stock of the Planter's Bank in or about the year 1844. The literary fund, however, while of little apparent practical result, was probably not without fruit as an educational process. As a general rule it is through failures that the wisdom comes which achieves the final success.

Thus far our field of exploration has been limited to the extreme southwestern corner of the State and to Monroe (now Monroe and Lowndes) county, and for the reasons already given. In October, 1820, however, the treaty made at Doak's Stand with the Choctaw Indians made available for white occupancy a large area of country. It included all that portion of the State, roughly speaking, which is bounded on the east by the eastern boundary line of Rankin county, on the west by the Mississippi, and on the north by the northern line of the county of Holmes. From this time consequently the white settlements began to appear and educational work to be done in that portion of the State. The city of Jackson was laid out in the year 1821.

In 1826, at the little town of Mt. Salus (now Clinton), appeared the Mississippi College. It was incorporated as the Hamstead Academy, and was established by the individual enterprise of the citizens. In 1827 it received some State aid. Its present name was assumed in 1830; in 1834 it was organized into distinct male and female departments. In 1839 it missed by one vote adoption as the Methodist Centenary College. In 1842 it was placed under the control of the New School Presbyterian Church, which body gave it up after eight years. In 1850 it was donated to the Baptists. This institution has therefore been actively at work for sixty-two years, and was the first of which we have knowledge in all that region.

We come now to the establishment of Oakland College, *preclarum et venerabile nomen!* This great work was done in 1830 by the Presbyterian church. It was felt that, although Jefferson College existed at Washington and Mississippi College at Mt. Salus, yet after all they were but good academies and did not meet the need of a true college. Oakland was designed to supply that want. It was placed in the hands of the Rev. Jeremiah Chamberlain, a gentleman of the most distinguished ability, and thus entered on a long and useful career. Here, in 1833, the first collegiate degree conferred in the State or any man was given, Mr. James M. Smiley, a native Mississippian, afterwards chancellor, taking an A. B.

At this time there was a further territoral expansion. The treaty of Dancing Rabbit Creek made with the Choctaws in 1830, and that of Pontotoc Creek made with the Chickasaws in 1832, threw open to the whites the entire area of the State. There was a tremendous surge of immigration. In the decade from 1830 to 1840 population increased from 136,000 to 297,000; in that from 1840 to 1850 from 297,000 to 606,000, making a total increase in twenty years of 445 per cent.

Schools of excellent character and large usefulness sprang into being and quick reputation nearly all over the new territory. Space in which to mention and describe them all is wanting. We can only mention a few by way of illustration. The Port Gibson Academy was established in 1826. Fayette Academy, which after a long, useful and varied career of sixty-two

years, still remains with us, was founded 1827. Natchez Academy, the forerunner of the present noble institute, was organized in 1829. In 1830 Brandon Academy, a noble school in its day, was at work near Fort Adams in Wilkinson county, and in the same year the celebrated old Mt. Carmel Academy was opened in Covington county. The stream moving northward, as we have seen, in 1831 the Vicksburg Institute was incorporated; in 1833 the Gallatin Female Academy and the Yazoo Academy at Benton; in 1826 the Monticello Academy, the Richland Academy at Shongalo, and the Carrollton Academy. In 1837 we find, amongst others, the Hernando Academy and the Louisville Academy. In that year also were established the Sharon College and Academy, the one for girls, the other for boys, and whose long and brilliant career was only terminated by the reverses of the late war. Then, too, was opened the Holly Springs University, which aspired to the highest flights, but whose prosperity was never very great, and which finally gave place to St. Thomas' Hall. So, too, in 1837, was organized the Holly Springs Female Institute, one of the most successful and useful ever in the State, and the reputation of which materially contributed to the up-building of that lovely town.

In 1838 was established the Oxford Male and Female Academy; the female branch of which, after a prosperous course of 16 years, was in 1854 merged into what is now the Union Female College. This institution is, therefore, the oldest existent school north of Jackson, being 51 years old. The old Academy building is still in use as a music hall.

In 1839 were incorporated the DeKalb Academy, the Macon Academy and the Grenada Male and Female Academy; and in the year following, the Judson Institute, a Baptist School, and the People's Academy, a Presbyterian institution, were in successful operation at Old Middleton, in Carroll county. Both of these schools were celebrated in their day and drew patronage from afar.

In 1841 the Montrose Academy was opened, in Jasper county, by the Rev. John N. Waddel, well known now to all of us for his long and noble labor in educational fields; and in the same year the Centenary College was established at Brandon Springs, in Rankin county, by the Methodist Church. This institution, now in its 49th year, was then under the presidency of the Rev. Thos. C. Thornton, one of the most accomplished men our State has known. In 1845 the College was removed to the superior site of Jackson, La.; but its origin and early history explain the fact that the institution is still the property of the Mississippi Conference, and is controlled by that body.

It is interesting to note about now the first appearance in our State of the idea of the Manual Labor School, which has since found so successful an exponent in the A. & M. College. In 1835 the Baptists of Hinds county and of the adjacent country projected such an institution. They purchased a section of land on a credit and located the school on it—at Society Ridge, 5 miles south of Raymond. They called it Judson Institute. Large subscriptions were made by way of endowment; but the financial crash of 1837 wrecked this scheme, amongst others, and after one year Judson Institute was sold out to a gentleman named Taylor, who ran it as an ordinary academy under his own name.

We cannot dwell longer upon this phase of our history. Suffice it to say that in the thirties and forties, 76 colleges and academies were incorporated in this State, not including the many which were not so incorporated, although in many instances of fully equal excellence.

It was at this point that the first organization of a State Teachers' Association took place. It was apparently first mooted by an anonymous correspondent of a Raymond paper; and 51 years ago, in 1838, it met in the Representatives' Hall at Jackson. Its constitution was drafted by Solomon Tift, of that city, whom some of you may remember, as I do, and whose history is a striking example of the manner in which the most dramatic and tragical of fates often attends on the most prosaic of men. Of that Asso-

ciation, the venerable Dr. Phillips, who departed life in Oxford within the year, was a director; and I suppose that Dr. Phares is now its only surviving member. Its work was supplemented by that of various local organizations, some of which were Institutes, conducted on much the same general plan as now they are. The State organization, however, was handicapped by the great difficulty of travel in those days, and dissolved after four or five years.

About this time, also, occurred a movement worth notice. We have seen that our State was at the first settled by families of wealth and of culture. Coming from a comparatively old, and an absolutely refined civilization, they brought with them full knowledge of Harvard, Yale, Princeton, University of Virginia, Chapel Hill, *et id omne genus*. Many of the fathers had graduated at one or the other of those noble institutions, and naturally their affections clung to the remembered halls of their youth. Inevitably they inclined to send their sons back to be educated, and for many years the sluggish life of our Mississippi colleges was directly and generally attributed to that custom. The most brilliant of the youth were almost universally sent out of the State for education. Against this custom certain of our people early began to protest; but they could only urge the general expediency of patronizing home institutions, considerations of State pride and the hygienic point of loss of acclimation by prolonged absence—all rather feeble arguments; but later one much more potent became available—the political argument. Until 1829-30 the Abolition idea was representative of a sentiment only, but the establishment of The Liberator in 1831, of the American Anti-Slavery Society in 1833, of the American and Foreign Anti-Slavery Society in 1838, all backed by the result of the election of 1844, in which the votes of this society, by diminishing that of Mr. Clay, practically caused the election of Mr. Polk, gave to this movement an overshadowing and portentous significance. Every phase of Southern society was profoundly affected. Among others, the educational. Fervid men like C. K. Marshall and A G. Brown, from every platform, proclaimed it as an axiom that the education of our sons North ought to be discouraged, because they were inspired with false prejudices against home institutions and laws, and brought to contemn principles which they should vindicate and revere. It was a powerful argument, as the appeal to political passions always is. It worked results. The sentiment for home education grew rapidly.

It was this sentiment which at last breathed the breath of life into the nostrils of the State University. In 1815, the Federal Government donated 36 sections of choicest lands to the maintenance of a seminary of learning in this State, but for 29 years the matter was neglected. In 1844, however, moved by the appeals of Governors McNutt and Brown, the institution was incorporated. Located at Oxford, it began active work in 1848, and from that time, now 41 years ago, it has pressed onward, raising its curriculum always, and encountering, with more or less success, many difficulties. It has educated about 4,000 youth; its sons are in every Southern State, and they adorn all places of responsibility and dignity, from the farm to the Supreme Bench; from the teachers' desk to the halls of Congress and the Bishop's chair.

We have now reached that period when an effort was first made to establish a common school system. In order to understand the situation, it is needful to go a little backward. It has always been the custom of the Federal Government in opening its public lands for purchase and settlement to make liberal reservations for the purposes of education. These reservations usually consist of one section in each township, that section being generally the one numbered 16, because of its proximity to the centre of the township. The lands so reserved are held by the people of the territory interested, in trust, for the support of public schools. The plan has been, and is, to sell leases, running 99 years, for a lump sum, or for sums payable in one to four years, and to invest the funds so realized, using

the interest for the schools. Or else to rent the lands from year to year and so to apply the rents.

These reservations were made in Mississippi, but the lands were quickly squandered. In 1836 that evil work was mainly done. A law was passed allowing the lands to be sold on 99 years leases, and the purchase money to be secured, not by liens on the lands as should have been the case, but by personal security. Needless to say the endorsers were, in the great majority of cases, men of straw, and the lands were virtually given away. In those instances where they were in fact paid for, sooner or later, the money paid went on the same worthless sort of paper, and was lost. The result is, that these cases where the 16th section lands are of any use may almost be counted on the fingers. The year 1935, or thereabouts, will set the matter right, if that be any consolation; provided it do not happen again. (These remarks do not apply to the Chickasaw school fund, the history and status of which are very different).

Now, it was before this wreckage, and in anticipation of great results to flow from the 16th sections, and through a desire to augment these results, that the Literary Fund, of which we have already seen something, was established in 1821. When the 16th sections were practically given away, as stated, and the Literary Fund was lost in 1844, our fathers set about to devise some new system.

On the 4th of March, 1846, therefore, a law was enacted whereby it was provided that a special tax should be levied in each county for the support of the common schools; and provision was made for a board of county commissioners, who should designate the schools to be adopted, license teachers, etc. Great hopes were raised on this basis; a tide of self-gratulation swept over the State. The great problem seemed to be solved. But there came a quick revulsion. It was soon discovered that the statute would not work. To that clause of it which authorized the imposition of the tax there was a little proviso. That proviso was to the effect that the consent of a majority of the resident heads of families in each township should be filed in writing and recorded on the minutes of the Boards of Police before the tax should be levied, and in the various townships, unfortunately, the required majorities would not consent. Whether this proviso was the work of some ingenious "destructionist," or some blundering "constructionist," I know not; but the effect was that the scheme fell flat. At the next session of the Legislature—that of 1848– effort was made to obviate this trouble by a repeal of that proviso, and by the enactment of various statutes creating common schools in certain counties. From that time until now there has been more or less of effort to maintain such schools by the joint application to them of some kind of common school revenue and the remnants of the 16th sections' income. It is only, however, since the rehabilitation of our State affairs by the revolution of 1875 that our common schools have done much of practical good.

The question of State aid for the establishment of a large and powerful college for females was first propounded and extensively agitated in 1856. Miss Sallie Eola Reneau, of Grenada, in that year forwarded to the Governor a very elaborate and able memorial on the subject, accompanied by a scheme of organization. These documents were by Gov. McRae submitted to the Legislature in his annual message. They may be found *in extenso* in the Legislative journals of that session. Moved by them, the Legislature incorporated the State Female College, to be located in Yalobusha county. Unfortunately, however, the achievement of this charter was a barren victory. It was a case of "Hamlet, with the Prince left out." There was no endowment. An unsuccessful effort was made to obtain an endowment from Congress. After the lapse of 16 years, in 1872, Miss Reneau was still at work. She then obtained the passage of an amendment to the charter of the University, establishing the State Female College as a branch of the University, under the name of the Reneau Female University. Here, also, was an obstacle. It was provided that the amendment

should not become operative until Congress should make the endowment above mentioned, and that was never done. This proviso killed the scheme, and Miss Reneau in the following year procured a charter for the Reneau Female University of Mississippi at Sardis. Still, there was no appropriation here, and the University did not "materialize," as the saying has it.

Thus baffled, after a contest of twenty years, Miss Reneau left the State, and fell at the post of duty in Germantown, Tenn., in the epidemic of 1879. Yet was the cause not lost; one more than worthy to be the successor caught up the tattered banner and led the forlorn hope to a complete and final victory. How far these labors of Miss Reneau prepared the way for the organization of the I. I. & C. it is impossible to say. The clues by which the motives and actions of men are to be traced are too lengthy, too tenuous and too subtle to be followed, except under very rare conditions. But of her we can say this with safety: that in the noble cause to which she devoted much of her life she displayed an energy and a courage worthy of success, and although victory perched not on her banner, yet should her name along with Mrs. Peyton's be ever honored at the Industrial Institute and College; not there only, but also wherever the higher vocation of our mothers and our wives shall form an article of our creeds.

In the decade preceding the late war, 35 academies and colleges were incorporated, of which the most noteworthy are the Port Gibson Collegiate Academy, the Eudocia Female College, (now the Winona District High School), and, lastly, Whitworth College. Of the merits of these institutions, it is not necessary that I should speak—they are known to all.

The war came on. The bitter waters of prejudice and hatred, which had rapidly risen, were hurled over the land by a great political and moral convulsion. They were a tidal wave that bore ruin on its crest. Even now, after the lapse of a quarter-century, the receding sea shows a wretched flotsam of wrecked fortunes, broken hearts and bitter memories. Yet, stricken with poverty though we were, although our fields were desolate and our pride humbled, the cause of education was not forgotten.

While the war was actually flagrant many of the schools were suspended in the regions of the conflict; but even in those parts the echoes of the cannon had hardly died away before the work of reorganization commenced. In the summer of 1865, the Legislature passed laws looking to the revival of the common schools. The University was opened at the usual time in October, with a full complement of teachers. In 1866 and 1867 the State Teachers' Association was re-organized and at work, and its register shows an attendance of representatives remarkable under the circumstances. In that period 13 new academies were incorporated.

Our people were now confronted by a tremendous problem—the adjustment of the Negro to the altered condition, the result of the emancipation proclamation. The key to that problem was felt to be Education; and at the meetings of the Teachers' Association, held, as stated, in Jackson in 1866 and 1867, that subject was seriously and solemnly considered, and the policy and obligation of taking up that great burden settled affirmatively.

However, before much could be done in that line, or indeed in any other, came the period of reconstruction. Our Legislature was abolished, our courts suspended, and all officers (executive, judicial and legislative) removed. Our State was put under martial law, and our political machinery displaced by a military satrap. It was a paralyzing blow; but the paralysis did not last long. The State was restored to its sovereignty by the adoption of the Constitution of 1869.

Article 8 of that instrument was of the greatest importance to the educational interests. It provided for the maintenance of a uniform system of free public schools, to be taught in each school district at least four months in each year; also far a school fund, a State Superintendent of Education, a State board of education and county superintendents. It declared that

agricultural colleges should be established. It is needless to enlarge on the importance of these provisions. It is manifest.

If I were now to undertake a detail of the steps by which the cause of education has been furthered since 1869, I should overpass my limit of time. This sketch is already long; and the period now under consideration being within the recollection of my hearers I shall treat it but lightly.

The Legislature of 1870 passed a most elaborate statute to effectuate the common school principle of the constitution. The schools quickly got to work, and have been at work ever since, educating both races. At the first there was in some localities, more or less intense opposition to the colored school, they being regarded as the outcome, not of our voluntary offerings, but of the Reconstruction domination. This, however, died away in time, so that whem in 1876 the whites resumed the government of the State, the education of the colored people was so far from abandoned that it was pressed forward with rare zeal and at a greater cost than ever.

Since the enactment of the code of 1880 and by virtue of section 706 thereof, the establishment in our towns of more than a score of graded schools has been a striking fact and is full of promise for grand results in the near future. These graded schools are the substitute for and the compensation for the old-fashioned academy or clasical school, of which we have heard much in this sketch, and which unquestionably, it has been a tendency of our free school system to supersede.

The common schools are not all that has been done for the negro. In 1889 the American Missionary Association established Tougaloo University for both sexes, and on the industrial plan, with a training feature. To this school the State contributes every year. The State Normal School was established in 1870 at Holly Springs for the purpose of training teachers, and has been in active operation ever since. In 1871 the Alcorn University was organized and endowed, falling heir to the rich legacy of forty years of labor and outlay in the equipment aud scholastic sentiment of Oakland College.

In 1878 was chartered and endowed the Agricultural and Mechanical College; in 1884, the Industrial Institute and College for Girls—two of the brightest and most precious of Mississippi's possessions. Each of them has attracted the attention of the nation, and each has largely wrought, not only to give the State citizens of inestimable worth, but also to win it high honors abroad.

But I must draw this essay to a close. I have already taxed your patience too long. In conclusion I shall oniy say this: Ninety years ago our State had no schools and no educational system; now we have the one, and our territory is all over starred with the other. It has been a great work, wrought with much outlay of trouble and treasure, under much embarrassment of inexperience, with many mistakes and back-sets of disaster. In that work the laborers have been stimulated and strengthened by no popular applause. It has not been theirs to sway listening senates at their will, or to electrify the hearts of wondering thousands by the fiery thunders of the pulpit, or to carve out with gleaming sword the shining monuments of a nation's glory. But their works have been as noble and as fruitful, their lives as dignified and as consecrated, as those of any senator, any warrior, any minister of them all.

What remains now to do, is to press on. The work is not finished; in the nature of things it can never be finished, for the ignorant are with us always, and the methods of overcoming ignorance are capable of indefinite improvement Therefore let every true man and every true woman strike hands in a common resolve that, without faltering, without stay, without jealousy, through every path, and over every obstacle, we shall march forward to the conquest of the world for knowledge.

THE COUNTY SUPERINTENDENT

AN INDISPENSABLE FACTOR IN THE EDUCATIONAL SYSTEM.

BY J. W. HENDERSON, SUPERINTENDENT OF ADAMS COUNTY.

In any educational system, there are four essential factors: patrons, pupil, teacher, money. and only when these are in accord can a perfect development of the system be attained. But however essential this accord may be, it is true that these four factors contain latent antagonisms to each other. Patron, teacher, pupil, have each a will-power that seeks to individualize itself, and these respective tendencies are too often directed from a common centre, rather than toward it. This is equally true of money. How often does the questions of remuneration and the payment of salary become an element of discontent in the minds of teacher and patron. How often does money blind the judgment and bind the consciences of the parties concerned in its receipt and payment. Now while this antagonisms may remain latent, it is painfully certain that they often develop into active opposition, and brew storms that are violent and uncontrollable. Hence great watchfulness is requisite to prevent ebullitions and preserve a serene equilibrium.

An ideal system of education depends upon ideal factors, or in other words, it is only when patron, teacher, pupil and money, are in themselves, and toward each other, what they should be, that the school attains the highest standard of excellence. It is therefore evident that any attempt to make a school system perfect, should aim at the cultivation of not one only, but of all the factors that compose it. If this be true of any educational system, much more may it be predicated of those larger interests that are controlled by the commonwealth.

Here are to be found the greatest number of conflicting wills, the most numerous incitants to conflict, the heaviest disbursements of money; hence, viewing this greater complication, it is evident that in a State system, the cultivation of these factors, and their reduction to a perfect equilibrium demands a skill more consummate than is required of any other system.

But if the problem be so difficult, it is clear that the State cannot solve it by mere occasional legislation. She must present herself at the very seat of action and bring herself into actual contact with all the factors of her system. Once there, her eye should not merely glance, but penetrate and scrutinize every hidden recess. This is not exacting one point too much.

The law of common sense that applies to the part, applies to the whole; the law of duty that binds the individual, binds the commonwealth.

If the work be worth doing, it should be done well. If the State is under an obligation to perform it, she should perform it well. She cannot be justified in evading the smallest details of her educational system. Great battles have hinged upon apparently trivial movements. Nor less significant may be the most minute matters that enter into the workings of her schools. But it may be asked, How can a commonwealth do this?

Just as the leaders of great armies aggregate millions of units in one vast host, and move them at will, as one ponderous machine, she must see, and execute, through the agency of competent subordinates. Without their aid she will see nothing, do nothing; her aims will prove abortive, and her hopes a miserable failure. Imagine a Lee ignoring the lieu-

tenants upon whom his success depended, and issuing important orders to detached companies and line officers.

As well might the State of Mississippi deal directly with the innumerable minor parts of her educational system.

The very thought is at variance with every established theory of successful action. See and control the whole she must, but only through the medium of a limited number of competent officials is it possible for her to do so.

But who are these officials? Just those whom her Constitution and Legislative Acts have provided—State and county superintendent; one chief who devises the plan of campaign, and seventy-four subordinates who move the forces upon the field. But let us take a nearer view of the State's relationship to the respective factors of her school system, bearing in mind as we proceed, the development of the whole is dependent upon the development of its parts.

First—We will consider the patrons of the schools. Patrons, possessing as they do, natures right to the ultimate control of the pupils, should receive the respectful consideration to which their position as essential factors entitles them. This has been fully accorded to them in the law which provides for the election of three trustees for each school. These trustees are in no sense an independent factor, but mere representatives. In dealing with them the State is transacting with the patrons, and all allusions to them either in this paper or elsewhere, have ultimate reference to the constituency that they represent. But not only does the State owe respectful consideration to the patrons of her schools; she is dependent upon them for local testimony. A school having been established, continuous inquiry concerning its management should follow, and this inquiry must necessarily be made of those, who in the nature of the case have the best opportunities for obtaining correct information. Is the teacher faithful? Is the discipline good? Are the pupils humanely treated? Do they progress? Are the school days all taught? Do the hours of opening and closing conform to the requirement of the law?

The interests of all parties concerned, require that these questions should be asked and answered. State and patron must confer together upon the subject, together must know what is to be known, together must approve what is right, together rectify what is wrong and together adjust all antagonistic tendencies.

As the trustee represents the patron, so does the county superintendent represent the State in these necessary conferences, and how indispensable the latter official is can be made to appear by a brief reference to the trustee as he is.

Only a limited number of the white trustees are competent to judge of what the needs of a school are, or of what its workings should be. This is universally true of colored trustees. Imagine three ignorant trustees sitting in judgment upon the competency of a teacher, wrestling with the questions of text-books, and school discipline, trying, however honestly, to decide wisely about matters of which they know absolutely nothing. Or if there be further scepticism in regard to the wisdom of our lawgivers in establishing the office of county superintendent, let us turn to the latent antagonisms that are found in the respective factors of the school system.

No skill, however great, no prudence, however guarded, can prevent the occasional outbreaking of these antagonisms. Especially is this true where patron and pupil are illiterate. A refractory pupil creates disorder, declines to study, will not be stimulated to improve, and the teacher resorts to the rod. The pupil in turn carries a distorted report to his home, and the parent at the cabin fire passes judgment upon the offending school-mistress in some such expressive phraseology as this: "She ain't fitten to teach a dog. Ef she hits you agin, you hit her back."

Again, in accordance with orders from a higher source, the teacher calls the pupil to account for not having a slate, and issues a positive command

that the slate must be forthcoming. The injunction reaches the home of the parent and next day comes a verbal response delivered in presence of the school, "Daddy sez I aint got no use for a slate, an' he aint gwine to git one nuther." Or the teacher organizes a Fourth Reader class and leaves Cynthia Jones in the Third, where she ought to be. Next day an irate mother enters the school, with a ready made tongue-lashing, the burden of which is, "My Cynthy is bin to school as long as the rest uv 'em, an' has got as much right to go in de Forf Reader as dee is"

Homely but truthful illustrations of a thousand actual occurrences, which would be passed without reference, if they did but terminate with the first passionate outbreak. But on the contrary they are often the commencement of volcanic action that stirs the entire school district to its very center. Ah, here is needed some adjusting power, that can pour oil upon the troubled waters and pour wisely. Are these untutored trustees of ebony hue competent to do this? Surely not. Rather is it probable that their official rank will fall into the seething furnace, and even boil with the very elements that duty requires them to compose.

Now when the district is thus disturbed, nothing appertaining to its school does, or can work well. Adjustment is absolutely necessary and must be made promptly. But who, in behalf of the State, shall examine into the merits of these cases? Who shall uphold the right, and crush out the disturbing elements?

The trustees have never the ability; too often neither *will* nor ability. Hence the need of an official such as the county superintendent; one who will patiently sift the testimony of the witnesses; one who can intelligently test its bearings from every standpoint; one who will calm the storm while endeavoring to ascertain its source. The State must have at her call some such one upon whose adjudicating skill she can depend. Too much stress cannot be laid upon this point. Those familiar with the school system know only too well, that antagonisms will arise and grow, and must be promptly checked.

Let us pass to another point. If the development of any system is dependent upon the qualities of its factors, it follows that the State should train the respective factors of her educational system as a means to the elevation of the whole.

This she has endeavored to do with the pupil during school hours, and with the teacher, through the instrumentality of examinations, supervision, and frequent institutes, and it is equally her interest to attempt the same thing with the patron.

No technical recognition of such an aim is found in the State law, but there is an undefined responsibility thrown upon the county superintendent in this matter, which the State expects him to fulfil, and which no one except himself can assume or execute.

How important a matter the training of patrons is will appear from the fact that the progress of pupil and efficiency of teacher are largely dependent upon a correct apprehension by the patron of what a system of education aims to do and what a school should be. True the task is Herculean, but equally true is it that the county superintendent, in his unobtrusive way is doing, and has already done much in this direction.

Frequent conferences with the county superintendent in regard to school work have unquestionably expanded the horizon even of the illiterate trustee, and through their instrumentally he and the patrons whom he represents are far more useful factors than they once were. Here and there as the superintendent pursues his visitations from one district to another he drops good seed that germinate in ways and places little suspected, and are even now silently but steadily growing.

Slowly wear away the hours of night, but dawn approaches and the light of another day will reveal a harvest, the very richness of which will occasion unbounded surprise. But let us direct our attention to that all-important factor of the system, the teacher.

What agency shall the State employ in order to secure teachers who are thoroughly fitted for their work? Not trustees, of course. It has already been shown that they are too numerous and incompetent. Nor can she entrust the matter to any official who has been elected without regard to fitness for this particular duty. Supervisors, treasurers, sheriffs, clerks of courts, may be thoroughly qualified for their respective offices and yet not competent to judge of the qualifications of a teacher. A connty board might perform the duty, but there are other branches of the educational work that makes the office of county superintendent necessary and hence it is better to place this also in his hands. Nor would a Normal School or College diploma serve the purpose for the simple reason that scholarship is but one among many requisites of a teacher. Aptness to teach, appearance and manner that inspire confidence and respect, soundness of moral principle, all enter into the composition of an efficient teacher. The State needs the agency of some one who, in her behalf, can meet the candidate face to face, catch the glance of his eye, hear the tones of his voice, converse with him, draw out an expression of his opinions, modes, plans, motives, and discover both by observation and inquiry what may be expected of him.

An intelligent apprehension of just this need has led to the appointment of county superintendents. But the relationship of the State to the teacher does not and with the mere fact of his having been pronounced competent. He may have passed through the trying ordeal of written examinations successfully, may have been scanned, questioned, drawn out, inquired about, and received a license, and even yet this is not all. An inexperienced teacher must fulfil the test of executive ability before being admitted into an important school. He may make his first experiment in a small school, but certainly not in a large one. Who is to make this discrimination? Who is to admit him to the one and refuse admittance to the other?

No such responsibility can be entrusted to the whims of ignorant trustees, hence the necessity of a guiding power held by some higher and more competent authority. This the State has committed to her county superintendents, and wisely, for without it the entire school system might lapse into chaos and disrepute.

But it is not enough when a competent teacher has been secured, employed and assigned. The actual working of the schools must be observed. There must be supervision, and the very existence of a system that is at all worthy of the name is dependent upon it. The State must know what her schools are doing.

What is the executive ability of her teachers? What examples of morals and manners are they setting before her wards as models for imitation? Is good discipline maintained? What is the course of study? What textbooks are used? Are pupils provided with the necessary paraphernalia of the school room? Is the management such as tends to the elevation of the rising generation? Are the pupils making progress? Is that progress well balanced? All these are questions that must be asked and fully answered. No reply brought in by common rumor will suffice. No self-constituted witnesses will bring the information. No unpaid appointees will faithfully execute the self-sacrificing task. The State must obtain the needed information through the county superintendent, her competent official who is paid to supervise her schools. The experience of the past four years demonstrates the necessity of supervision. Witness the reformation of the schools since the plan of visitation was introduced. Compare the district school of to-day with that of four years ago and the simple contrast answers the question. There must be supervision and a superintendent to supervise.

Let us now turn to the subject of State funds and their distribution.

If money, as a factor of the school system, contains latent antagonisms, it is clear that great caution must be observed in the manner of its treatment.

A few thoughts upon this point in passing will make it evident that the State, when placing the disbursement of her school fund in the hands of her county superintendents, legislated wisely. In the first place the working of county schools should be uniform, and it is difficult to conjecture how how such uniformity could be secured without the directing power of one mind competent for the work. If the disbursing power were not left with the county superintendents, to whom could the State entrust it? Surely not to another official brought into office without reference to his competency in educational matters. Surely not to many officials.

The varied plans of many minds would at once destroy all uniformity in the school system and create antagonisms that by their very number would be destructive. Surely not to trustees, a large proportion of whom are totally unfit for such a responsibility. Even under the present system there are trustees, who attempt to secure indirect benefit from teacher's salaries, and make that little benefit the basis upon which the teacher is selected. Whether the teacher will board with this or that one of the trustees, is often the point upon which the vote of a trustee turns.

If these things occur under the present system, how much more would such motives be operative, were the untrammelled determination of this important matter left to an average board of trustees. Hence it appears that even in the matter of disbursing school funds, the State must provide herself with some such competent agent as the county superintendent.

That no machinery is self-working and that every engine needs an engineer, is the theory and practice of the world, and yet when it appears that the State should provide herself with some competent man to supervise the educational affair of a county, money, that sensitive factor, suddenly intrudes herself. Her latent antagonisms rise, redden brighter, almost to white heat, and out boils the exclamation, "If the State should employ a man to run the engine he will have to be paid. Let the machinery run itself and thus save that item of salary!"

Well, machinery does run itself sometimes—even runs away with itself. Blessed results when the boiler bursts and rends the entire machinery into fragments, if so be that all projectors of such narrow-minded plans are scattered and lost with the flying atoms.

Yes, a superintendent expects to be paid for running the engine, and we might add if he runs it as economically, and at the same time drives as much machinery as he has been doing during the past four years, he should be well paid.

We hasten to leave the subject, for to the educational man gold is a fancy rather than a reality; the thought of it a vision, as it were, that tempts him to discontent. But hurrying away we fling back one thought upon which the honest observer may ponder, and from which light will shine upon every one who really wishes to see. Four years ago the counties of the State were in a large measure restricted to a four month's term, the balances of their school fund were on the debit side, and naturally the antagonism of money was growing. Just at that dark juncture the salaries of county superintendents were increased, and visitation of schools required. To-day terms are longer, balances changed from the debit to the credit side, and the antagonism of money, calmed almost enough to insure its pleasant coalescence with other factors of the school system. Could this change have occurred had the machinery been left to take care of itself? It is not affirmed that this great transformation is solely due to the work of county superintendents. A central energy at Jackson has undoubtedly been the prime motive power, but as the genius of a Napoleon would have been powerless to gain even one victory without the aid of his marshals, so the admirable policy of our State Superintendent would have failed without the cordial co-operation of the county superintendents. Blandly we smile as we hold up the history of the past four years, and meeting the man who, on the ground of economy, objects to an engineer, our smile broadens, for we cannot forget how four years ago the State commenced to

pay out less by paying more to her county superintendents. Yes, she paid out more in order to spend less, and the policy has worked so admirably that we indulge a vague hope that she may even be moved to intensify the process of economy.

One word more. It is not the design of this paper to discuss the necessity of a public school education. That question has ceased to be an open one. All enlightened States and statesmen proclaim the necessity of educating the masses. Especially is this true of the States that compose our cotton belt. Pressed by sectional encroachments if we would preserve our individualities and stand as peers amongst the commonwealths that compose the nation at large, it must be through the development of intelligence.

In a well maintained system of education that embraces all grades of schools from the University to the humblest district school, lies our strength to combat the political animosities that would gladly crush us if they could. But we, of Mississippi, have to contend, not only with illiteracy that is "to the manner born," but with that which is flowing into our midst from other sections.

Tens of thousands of negroes are pouring into our fertile deltas and threatening to Africanize us, so that of us, above all other States, it may be said, we must educate. And if we are to educate, the work must be done through the instrumentality of a system. A unified plan must run through and permeate every nook and corner of the work, but let the plan be as perfect as it may, it cannot be put into execution without duly qualified agents. Think of the nature and volume of the work. Within our bounds are 470,622 educable children, and the State appropriates directly and indirectly, for their education $1,290,000 dollars. Nearly one-half a million children to be educated, more than one million dollars to be disbursed. Is it to be credited as possible that this great work can be successfully carried on without a system? Is it not clear that there must be a devising head, an intelligent motive power, and is it not equally clear that the motive power would be utterly abortive without competent subordinates to carry its plans into execution? Wisely has the State adopted this conclusion in her appointment of a State Superintendent and his corps of county superintendents. How thoroughly adapted to its use the system is, how well its work has been performed the educational report of 1888-'89 demonstrates. But retain its head if you will, and lop off the 74 arms with which he executes his plans, let him be compelled to lead this half million of children, disburse this million of dollars judiciously, unify the work of 7,113 teachers, adjust the affairs of 5,000 schools, teach, train, make 15,000 trustees act wisely, and do all this without intelligent lieutenants, and at once he becomes the leader of a mob whose speedy and utter rout not even the hand of an Alexander could stay. State funds scattered to the winds like the cast off accoutrements of a demoralized army, one, and only one cry would rend the air, "Souve qui peut!"" and Mississippi would stand before the bar of more stable States as the one reckless commonwealth, whose educational experiments possessed but one value, that of the timely warning to others, which is found in a selfconstituted Waterloo.

OUTLINES OF INSTITUTE WORK
FOR 1889–'90.

ISSUED BY THE DEPARTMENT OF EDUCATION, STATE OF MISSISSIPPI

INSTITUTE I.

READING.—1. Firt Reader—Discuss the alphabetic method, the phonic method, the word method. Show how the best results may be obtained by a combination of the three methods, dealing with (1) the word as a unit; (2) its analysis into sounds, (3) the names of the letters.

2. SECOND READER—Extended knowledge of words; drills on pronunciation of difficult words; exercises to give distinct utterance and flexibility of voice; correction of faults of position, and attention to holding book the proper distance from the eye.

3. Difference between teaching higher and primary reading.

4. Tests—The test of daily preparation; reproduction of the thought of former lessons; ability to master rapidly selections made by teachers; ability to read extempore from unfamiliar books and newspapers—a very valuable test to be used in exciting the ambition of classes.

TEACHERS' PREPARATION—The teachers' preparation for giving a lesson or conducting a recitation, includes:

1. FAMILIAR ACQUAINTANCE WITH SUBJECT MATTER.—His knowledge should be accurate, comprehensive and fresh—the result of recent study. It should be systematic—logically arranged and clear in mind.

2. ACQUAINTANCE WITH TEXT-BOOK USED BY PUPILS.—The teacher should know the author's treatment of each subject; the use of a text-book in conducting a recitation. Printed questions should be used by teachers only as models; how should they be used by pupils?

3. PROPER ASSIGNMENT OF WORK TO PUPILS.—Three things to be considered: the capacity and advancement of pupils; the time available for study; the nature of the task or lesson.

ARITHMETIC—For First Reader pupils.

1. How far should the pupils be taught to count and to read and write numbers? One hundred as the limit; one thousand as the limit.

2. Is it best that addition and substraction should be taught together, as correlatives?

3. What should be the nature and extent of problems?

4. Practical illustrations by the Institute manager of blackboard exercises to be copied by pupils on slate: (a) Arabic and Roman notation; (b) simple problems in addition and subtraction, illustrating the scope of the work.

5. Practical illustrations of oral work in numbers, in connection with objects, real or imaginary.

6. Objects of the recitation: (a) knowledge of the subject; (b) accuracy of expression; (c) neatness of work.

7. Class management.

LANGUAGE LESSONS.—Pupils in First and Second Readers.

1. Copying exercise in script as models of form and neatness.
2. Formation of sentences on subjects given by teacher; (a) orally; (b) written.
3. Writing of short stories dictated by teacher.
4. Oral reproduction of short stories narrated (a) by teacher; (b) by pupil.
5. Reproduction in pupil's language of the subject matter of the lesson
6. Drill exercises on the proper use of the subject-form and object-form of personal pronouns.

INSTITUTE II.

READING.—1. First and Second Readers. The value of supplementary reading, and where to get suitable selections; the value of having pupils (promiscuously called upon) reproduce the stories read in supplementary selections after hearing them one time; propriety of having pupils write parts of the lesson; use of memorizing selections.

2. ADVANCED READING.—Preparation of lesson; use of dictionary; study of the thought; the recitation; order of reading, concert reading; amount and kind of questioning; means of securing proper expression; supplementary reading—what books, papers and periodicals to be recommended; suggestions as to direction and limitations; use in class work.

3. DIVISION OF THE LESSONS.—Examinations of the class upon words, references and passages of different meaning; proper rendition of passages; definite assignment of next lesson; attention of pupils to be directed to points upon which special study is required.

ARITHMETIC.—For second and Third Reader pupils.

1. Should text-book be used by pupils? Why?
2. Scope and extent of oral work in these grades: (a) should this work include anything of fractions? Why not? (b) what should be taught of denominate numbers; (c) how can decimal fractions be taught successfully in connection with simple numbers? Why should they be thus taught? (d) to what extent and how should the multiplication and division tables be taught?
3. (a) Should multiplication and division be taught together as correlatives? How?

(b). Should the mental precede the practical in each process? Reasons, illustrations.

(c). Should short division precede long division? Reasons, illustrations.

(d). The use and abuse of formulary solutions in mental problems; repetitions to be avoided; directness and brevity desirable.

(e). The use and abuse of rules in practical work; principles first to be learned and most important to be remembered

(f.) Each pupil should be required to analyze the example before explaining the work, and should state why each step requires the process of addition, or subtraction, etc. This statement should embrace the definition of the process.

U. S. HISTORY.—OBJECTS TO BE KEPT IN VIEW.—To stimulate the imagination and suggest thought and to give a store of well digested information, thus making the pupils intelligent as to past events and capable of forming just opinions of the present and future; also to acquaint pupils with a method of investigation and to prepare them for useful citizenship.

2. ELEMENTS OF HISTORY.—Chronolgy, geography, biography, historic movements (a) of events, (b) of thought and opinion. Correct study will regard these elements and this order.

3. FIRST STEP.—Oral instruction for young pupils, designed to awaken interest in the subject, will be chiefly biographical, and should not neglect the present and recent times.

4. GENERAL DIRECTIONS.—Teach events first by outline; important places located on maps drawn to show regions and States under consideration; use freely biography and literature; memorize but few dates; select events which form historic centers, (as a discovery, war, settlement, etc.) and group others around these; study characters as distinct from these and as influencing and influenced by them; importance of teaching geography in connection with history.

SCHOOL GOVERNMENT.—1. PURPOSES. To train pupils in self-control and self-direction; to secure industry, order and regularity in school work.

2. TEACHERS' QUALIFICATIONS.—Confidence in self, derived from thorough knowledge of subjects taught, definite plans and clear notions of what should be done, strength of will, a real interest in pupils, and a manifest desire to make their work profitable and pleasant.

3. MEANS.—Training the will and forming correct habits of feeling, thought and action; punishments—kind of, when and how used.

4. PARENTAL CO-OPERATION.—How secured in governing; on the way to and from school; at school; preventing tardiness and securing regular attendance; influencing home study and assisting the teacher in other ways.

REGISTERS.—1. Best method of enumerating and recording pupils. The salary of the teacher being dependent on the number of educable children in the district, it is to the interest of the teachers that every educable child be reported.

2. Keeping the roll of absence and attendance; making out monthly reports to the superintendents; the advantage of having trustees attend the school in a body at least once a month. How can this be accomplished?

3. Term Reports—Regular transfer of monthly summaries to the term register; making out the term report—neatness, accuracy and fullness necessary.

4 The register and term reports should be kept in such style as to commend the teacher to the patrons. They should be submitted to trustees and patrons at close of school for inspection. Every patron should know the number of educable children in the district, and other facts about the school.

INSTITUTE III.

GEOGRAPHY.—Oral instruction—Develop ideas of position, distance, direction and contour, by lessons on immediate surroundings, as the schoolroom, yard and near neighborhood; simple maps drawn to illustrate these; object lessons on divisions of land and water, with reference to familiar scenes; these lessons extended to the school district, later to the county, and finally to the State, with maps of each drawn by pupils; important towns, streams and roads located; accompany the map-drawing with descriptions of county, modes of industry, sources of wealth, county officers and how they are elected.

2. Primary—Use of globe in showing meaning of circles, zones, equator, latitude and longitude; day and night; the seasons; form, position and relative sizes of continents and oceans; reversing process of map-drawing, teach interpretation of printed maps; map-drawing continued (a) by copying from the book; (b) by enlarging from copy; (c) by reproducing maps from memory; descriptive matter of the books reviewed by topics, as mountain systems, river basins, etc.; reference to productions, industries, commerce, and historical incidents for which places are noted.

3 In general—Detailed plan for study of any section of country; classification of geographical facts which will be a guide in studying lesson; descriptive geography classified as physical, political, industrial; the location and physical features largely influencing customs, political systems, industries and commerce; illustrate; method of conducting recitation.

SPELLING.—1. Object and Method—Since the object of teaching spelling is to familiarize the pupil with words so that he may write them correctly, the instruction in spelling should be given mainly through writing, and only subordinately through oral drill.

2. GENERAL PRINCIPLES.—Foundation of spelling the reception by the mind of forms, not sounds. Reading should precede to give the eye correct forms; to retain the form, close attention and energetic exercise of sense of sight necessary; close attention to form attained by drawing; primary spelling taught by copying words; seeing or reproducing incorrect forms to be prevented; attempts to reproduce what is indistinct in the mind harmful; words most used to be taught first; no word should be taught till it is the sign of a distinct idea; reproduction from memory should begin with Second Reader; why? Frequent drills on words often mis-spelled; advantage derived from use of diacritic and accent marks.

PHYSIOLOGY.—1 Methods—Oral instruction should precede assigned lessons. Begin with frame-work of the body, illustrating with blackboard and charts the bones and muscles, skin and appendages; explain digestion, circulation, respiration; give technical name after description; preparation of illustrative material; recitation mainly topical.

2. Nervous System—Structure—two kinds of substance; brain, spinal cord, ganglia; cranial, spinal and sympatheic nerves; nature of the system—offices of gray matter; of white matter; sense preception, reflex action; how impaired—by improper diet, impure air, insufficient sleep or exercise; harmful stimulants, undue irritation or repression; how strengthened—by proper nutrition, natural habits, regular use, etc.

ARITHMETIC.—1. The best method of teaching pupils to determine the quotient figure in long division.

2. Best method of teaching pupils how to point off in division of decimals.

3. Analysis should always precede written work in arithmetic; principles everything—rules useless and confusing.

4. FRACTIONS.—Analysis for addition and substraction same as in simple numbers, but the steps of solution should be clearly explained by each pupil while reciting. One general process should be given for solving examples in multiplication of fractions, viz: Make fractions of all the whole and mixed numbers, then apply cancellation. The cases of multiplying a fraction by a whole number and a whole number by a fraction are thus dispensed with, the one case covering all. Division being the reverse of multiplication, we reverse the process by inverting the divisor. One case likewise for division of fractions clear; concise, logical analysis of all promiscuous examples in fractions.

5. What to teach in denominate numbers; how practical examples may be collected and taught.

INSTITUTE IV.

1. PERCENTAGE.—Three cases include all examples in percentage.

2. First Case—To find any per cent. of a number. Treating the rate as a common fraction, this case presents examples in multiplication of fractions; hence solution the same as learned under that subject.

3. Second Case—A certain per cent. of a number being given to find the number. Treating the rate as a common fraction, we have examples in division of fractions.

4. Third Case—To find what per cent. one number is of another. Make a fraction of the numbers by using the one preceded by *of* as denominator, and taking that part of 100 per cent. Example: 3 is what per cent. of 8? It is $\frac{3}{8}$, or $\frac{3}{8}$ of 100 per cent.=37½ per cent.; use of formulas to fix these cases in the memory.

5. Principles of Discount and Interest—One way only to find interest should be taught; bank discount, true discount, commercial discount; distinguish, illustrate.

6. Practical principles of mensuration.

GRAMMAR—1. The study of grammar is designed to teach pupils (1) to understand language, (2) to use it well. The sentence is the language-unit. To understand the sentence it must be analyzed and the parts classified according to their use. The pupil having learned the function of each part, is prepared to use it correctly in similar sentences. Words classed into parts of speech according to their use; modifications of the parts of speech subordinate to classification and easily learned when the sentence is thoroughly understood. Most mistakes arise in the use of personal pronouns, hence the necessity of drill and constant correction of such errors; the uses of infinitives, participles and noun clauses to be carefully distinguished; diagrams, the best method of making these distinctions clear. In parsing a word its use in the sentence should be stated and then its construction and the rule.

2. Use of Topical Abstracts for Review—Make a topical abstract for review of (1) sentences; (2) parts of sentences (a) as to office, (b) as to form; (3) nouns and pronouns (a) as to classes, (b) as to modifications; (4) verbals, (a) infinitives, (b) participles; discussion of complex and compound sentences and their connections.

NATURAL PHILOSOPHY—1. Instruction should be mainly topical, illustrated, if possible, by use of apparatus; properties of matter—outline (a) general, (b) specific; principles of motion and force outlined; light, heat and sound—topical analysis of; illustrated by such apparatus as teacher can procure or prepare.

2. Electricity—Application of—to (a) telegraph, (b) telephone, (c) electric lights, street cars, etc.

3. Magnetism.

Course of Study for District Schools.

FIRST GRADE—FIRST YEAR.

SPELLING—All the words of reading lessons by letter and sound.

READING—Chart and First Reader—Introduced by the word method, afterwards combining the phonic.

WRITING—Exercise on black board, slate, and on tablets with pencil.

ARITHMETIC—Counting by 1's, 2's, 3's and 4's; adding same; Roman and Arabic numerals; writing and reading numbers to 100.

GENERAL LESSONS—Language lessons in connection with reading; object lessons—color; form; geography—distance and direction.

NOTE.—If speller is used, short lessons should be given, embracing no word whose meaning the pupils do not know.

SECOND GRADE—SECOND YEAR.

SPELLING—Written spelling on board, slate and tablets; lessons in speller and reader.

READER—Second Reader completed.

WRITING—With pencil; drill on position at desk, holding pencil, movement, forms of letters; require every exercise to be written so that no letter of a word can be mistaken.

ARITHMETIC—Oral lessons; addition and subtraction, including dollars and cents; writing and reading numbers to 10,000; mental arithmetic—analysis of examples in addition and substraction, and of those combining both; tables constructed.

GEOGRAPHY—Home—Outline of school-house yard, school district, county.

LANGUAGE—Lessons in connection with reading; copying script from reader and speller; putting numbers into written language and the reverse.

THIRD GRADE—THIRD AND FOURTH YEARS.

SPELLING—Lessons from speller—written on slate, tablets and board; all words of importance in the various lessons; new words defined; diacritic marks and accents thoroughly taught and required in all written spelling exercises.

READING—Third completed. Supplemental reading in second readers of other authors.

WRITING—Copy-books—Nos. 2 and 3. Position at desk, holding pen, movements—legibility the one aim.

GEOGRAPHY—Oral lessons, by subject, to primary geography. Outline of county and State, with geography of same, continents and oceans.

ARITHMETIC—Mental—analysis of examples (a) in addition, subtraction, multiplication and division; (b) combining two or more of these operations; practical—writing and reading numbers to one million; complete mastery of the fundamental operations; constant drill in adding.

GRAMMAR—Oral language lessons; analysis by diagrams, giving subject, predicate, object, and simple modifiers.

FOURTH GRADE—FIFTH AND SIXTH YEARS.

SPELLING—Same as third grade.

READING—Fourth completed—Supplemental extempore reading in third readers and children's story books.

WRITING—Copy-books Nos. 4 and 5.

GEOGRAPHY—Primary completed.

ARITHMETIC—Mental and practical to percentage.

GRAMMAR—Elementary completed.

COMPOSITION—Language lessons in connection with reader and grammar; description of familiar objects; short stories read or narrated and reproduced from memory; daily lessons or exercises.

HISTORY AND PHYSIOLOGY—Primary.

FIFTH GRADE—SEVENTH AND EIGHTH YEARS.

SPELLING—Previous methods continued.

READING—Fifth completed—suitable supplemental readings.

GEOGRAPHY—Completed; map-drawing and physical conditions mastered.

ARITHMETIC—Mental and practical completed and reviewed; all work analytic—teach no rules.

GRAMMAR—Completed, including a practical knowledge of analysis by diagram.

COMPOSITION—Completed. Practical instruction in letter-writing, forms of notes, bills, etc.; compositions written at least twice a week and corrected by teacher.

HISTORY—Of United States completed.

PHYSIOLOGY—Completed.

NATURAL PHYSIOLOGY—Elements of, completed.

Daily Programme of Recitations for a District School.

HOUR. TIME.	RECITATIONS.
8:30—20.	Written spelling, 4th and 5th grades.
8:30—20.	Written spelling, 2d and 3d grades.
9:10—20.	Reading, 5th grade.
9:30—10.	Reading, 1st grade.
9:40—10.	Reading, 2d grade.
9:50—15.	Reading, 3d grade.
10:05—10.	*Recess.*
10:15—15.	Reading, 4th grade.
10:30—20.	Mental Arithmetic, 5th grade.
10:50—15.	Numbers, 1st grade.
11:05—15.	Mental Arithmetic, 2d grade.
11:25—15.	Mental Arithmetic, 3d grade.
11:40—20.	Mental Arithmetic, 4th grade.
12:20—20.	Grammar, 5th grade.
60.	*Recess.*
1:00—20.	Language, 3d and 4th grades.
1:20—10.	Reading, 1st grade.
1:30—20.	Arithmetic, 2d and 3d grades.
1:50—20.	Arithmetic, 4th grade.
2:10—20.	Arithmetic, 5th grade.
2:30—20.	Writing, all grades.
2:50—10.	*Recess.*
3:00—15.	Geography, 2d and 3d grades.
3:15—20.	Geography, 4th and 5th grades.
3:35—10.	Reading and spelling, 1st grade.
3:45—25.	Grammar, 3d and 4th grades.
4:10—20.	History, 5th grade.
4.30	*Dismiss.*

Above is given a course of study a in daily programme of recitations to district schools. The design is to furnish teachers with a general guide in grading their classes and in systematic daily work. Each teacher can modify these to meet the special conditions of his school and classes.

Proper grading will greatly increase the effective work of the teacher and at the same time lighten his labor; and it is hoped that these outlines may in some measure subserve that purpose. "How to Teach a District School," by John Trainer, is specially recommended to our teachers, who can obtain it by writing to him at Decatur, Ill.

The Institute Outlines for this year are more general in their scope, being designed to elicit professional study and critical discussion of the best methods of teaching.

J. R. PRESTON, State Superintendent.

STATE INSTITUTIONS.

UNIVERSITY OF MISSISSIPPI.

EDWARD MAYES, CHANCELLOR.

The University of Mississippi, located adjoining the town of Oxford, is finely equipped. It owns an entire section of high, rolling, table land, which lies on both sides of the Illinois Central Railroad and is partly within the town limits. That portion of the section lying east of the railroad and within the town has been to a considerable extent laid off in town lots. These lots have been sold on fifty years leases. Dwelling houses have been erected upon them, the owners of which, generally, take student boarders. There are about fifteen of such premises. They will revert to the University in about thirty-five years.

In the centre of the University section are the University campus and buildings. The campus is a circle of about four acres extent and about it the buildings are grouped. They are as follows: 1st, the Lyceum, devoted to recitations and lectures, brick 50x100 feet, 3 stories high, of the Doric style of architecture. 2nd, The Observatory, which contains the lecture rooms and deposit rooms for the schools of Physics and Astronomy and the residence of the professor in charge; brick, 100+30 feet, 1 story. 3rd, The Chapel, containing also Literary Society halls; brick, 40x80 feet, 3 stories. 4th, 5th, and 6th, Three Dormitories, each containing 36 rooms, buildings of brick, 120x36 feet, 3 stories. 7th, and 8th, Two double residences, providing for four professors, (eight rooms to each professor) brick, 3 stories. 9th, Residence of professor of chemistry, 9 rooms, brick, 2 stories. 10th, Residence of professor of Latin, 8 rooms, frame building, 2 stories. 11th, Preparatory Hall, which includes residences of two professors, besides lecture rooms, 100x30 feet, brick, mainly 2 stories. 12th, Library building, 90x40 feet, brick, 2 stories, new. 13th, Magnetic Observatory, brick cottage of two rooms, one story. 14th, Carpenter shop, brick, 1 story; 15th, 16th, and 17th, Three cheap frame cottages, 2 rooms each, built for mess halls.

The University lands and buildings are worth, probably, $250,000.00. There is, moreover, a fine equipment of appa-

ratus in the schools of Physics, Astronomy and Chemistry. A magnificent collection of shells, a fine display of minerals and geological specimens. Our Library includes about 13,000 volumes. These movables are supposed to be worth about $50,000 00, making a total valuation of about $300,000.

The number of pupils for the sessions of 1888-'89 was 189; the number of graduates in all departments, 39. The enrollment of pupils during the current session, on the 15th November, 1889, 232.

The institution has now two departments—1st, a dpartment of Law, 2nd; a department of Science, Letters and the Arts. In the latter department are nineteen distinct schools, viz: Latin Language and Literature, Greek Language and Literature, German Language and Literature, French Language and Literature, English Language and Literature, Belles Lettres, Pure Mathematics, Physics, including Optics and Acoustics, Astronomy, Theoretical Chemistry, Practical Chemistry, Botany, Zoology, Mineralogy and Crystallography, Geology, Mental and Moral Philosophy, Logic, History, Political Economy.

The Trustees have it in contemplation to add a third department by organizing a Chair of Pedagogy. Also to establish a summer school of advanced lectures for teachers. These questions will be determined in June, 1890.

The faculty of the Institution consists, at present, of Edward Mayes, Professor of Law and Chancellor; Robt. B. Fulton, Professor of Physics and Astronomy; H. A. Strode, Professor Pure Mathematics; Richard M. Leavell, Professor of English and Belles Lettres; Addison Hogue, Professor Latin and Greek; J. A. Fontaine, Professor of French and German; Wm. R. Sims, Professor Mental and Moral Philosophy, Logic, History and Political Economy; R. W. Jones, Professor Chemistry Botany, Zoology, Mineralogy and Geology; John W. Johnson, Assistant Professor in English, Mathematics and Zoology; Alexander L. Bondurant, Assistant Professor of Latin and Greek; Sallie McG. Isom, Instructor in Elocution; John W. Provine, Fellow in Chemistry.

The income of the institution consists of the sum of $32,643 00 interest paid annually by the State and a variable sum of from three to four thousand dollars per annum, composed of tuition fees and matriculation fees paid by the students.

This institution is now conducting its 38th annual session. Its records show that it has so far educated something over four thousand pupils, over one thousand of whom have taken degrees. Its advantages are offered to male and female alike.

THE AGRICULTURAL & MECHANICAL COLLEGE.

GEN. S D. LEE, PRESIDENT.

The College owes its origin to an act of Congress, passed in 1862, providing for the establishment of institutions in the several States and Territories to benefit agriculture and the mechanic arts. This law provided an endowment for these colleges, by giving from the public land at the rate of 30,000 acres for each Senator and Representative in the Congress of the U. S. The fund derived from this source was to constitute a perpetual fund and only the interest, not less than five per cent., could be used for support. The States accepting the bonus contracted "to establish at least one college, where the leading object shall be * * * to teach such branches of learning as are related to agriculture and the mechanic arts, * * in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life. Mississippi sold her land scrip and netted $227,500 into her treasury and issued her State bonds for that amount, bearing 5 per cent. a year. Section 8, article 8 of the State Constitution provided that the Legislature should establish the college, in accordance with the conditions imposed in the acceptance of the land scrip. The interest on this fund ($227,500) was at first divided between the State University at Oxford, and Alcorn University (for colored youth.) In February 1878, the Legislature established this college for the white youth of Mississippi, and also made Alcorn University an Agricultural & Mechanical College, dividing the fund and giving to each $113,575. These colleges could only use the interest annually. This college, under the Congressional act, spent $15,000 of its bonds for a college farm, leaving $98,575 as its endowment, and receiving annually $4,928 interest. The college opened its doors in October, 1880, and is now in its 9th session. The Legislature, until the one in 1888, made most ample and liberal appropriations, not only for buildings and equipments, but also for support. The farm consists of 1800 acres of land and has been brought to a good state of cultivation. The college has 450 head of cattle. The buildings consist of a college building for instruction, dormitory for accommodating from 250 to 300 students, a chemical laboratory, a mess hall, hospital, 8 professors' residences, barns, feeding sheds, engine houses, creamery buildings, horticultural sheds, all equipped and valued by the last appraising committee of citizens at $206,986.

The faculty of instruction is divided into the following departments, or professors occupying chairs, besides

the president, who is the executive officer of the board and college: The departments of Agriculture, Horticulture, Biology, Chemistry, English, Mathematics, Preparatory Department and Military Science and Tactics. The Agricultural Experiment Station, supported by the United States, is also a department of the college and affords object lessons for students and citizens of the State.

The attendance, or enrollment for each year since the opening, October, 1880, is as follows: For session 1881, 354 students; for 1882, 304 students; for 1883, 317 students; for 1884, 257 students; for 1885, 291 students; for 1886, 415 students; for 1887, 276 students; for 1888, 286 students; for 1889, 318 students—averaging 313 students annually since the college opened its doors, or from one-fourth to one-third larger attendance for the eight years than any institution in the State. The first class graduated in 1883, with 8 members; 11 for 1884; 12 for 1885; 12 for 1886; 15 for 1887; 22 for 1888; 14 for 1889. For the two last years, the enrollment has been 286 and 318, and 295 students now at College, 9th session. The Legislature of 1888 cut down appropriations for this College, singling it out, reducing the salaries of its faculty one-quarter below that paid at the State University to their faculty, and below that paid at similar institutions. The support was $22,588 a year, specifying that $4,928 should go to student labor, and the amounts to be paid each employee. This was $7,440 less than was given for each of the sessions of 1886 and 1888. The two years have been a period of great strain on the College, causing almost a reorganization, and retarding of progress. The College has lost 6 professors and 8 assistants in little over one year, 14 changes in faculty and employees; those leaving going generally to institutions in other States at largely increased salaries. These abrupt changes have injured the institution, for the most important feature in any College is a competent and experienced faculty. The vacant positions have been mostly filled by our young graduates, who by earnestness and zeal have, in a measure, compensated for more mature experience.

The farm has been self-sustaining for five years, and has not received a cent from the State. This does not include student labor. This feature is not remunerative, as students are nearly all the time engaged at studies, and only work a few hours at a time, and where the labor is more educational than otherwise. The College has been unfortunate in having three fires since its opening; the two barns and the president's house. They can be replaced for $6,000. The loss in forage, implements, etc., is about $3,500. The sales from the farm in two years amounted to $12,108, and has been expended in development and expenses.

MISSISSIPPI INDUSTRIAL INSTITUTE AND COLLEGE, (COLUMBUS.)

C. H. COCKE, PRESIDENT.

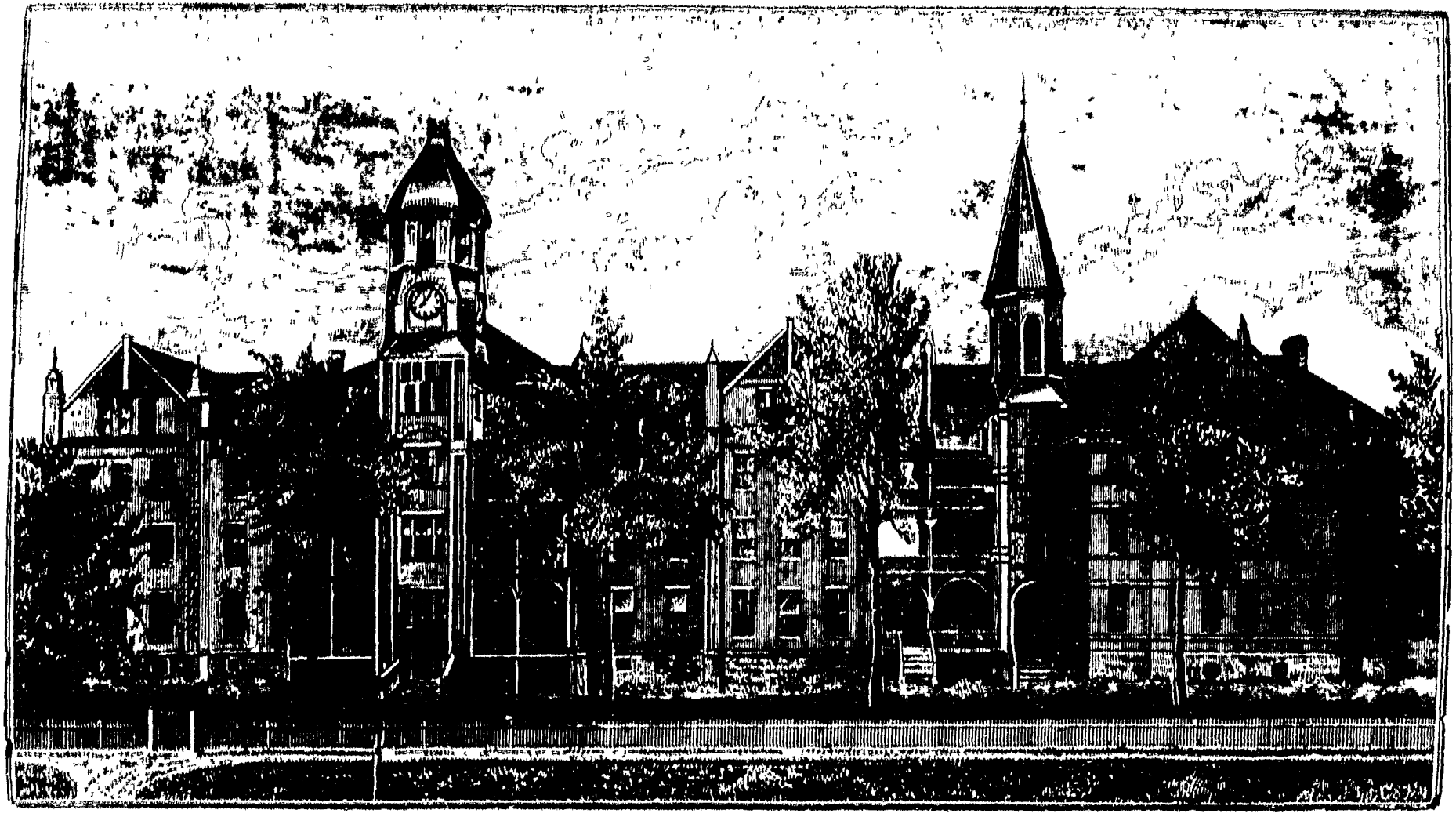
The institution was chartered 12th March, 1884. It was first opened for the admission of students 22d, October, 1885. The attendance for the first four sessions haa been as follows: During 1885-86, 341; 1886-87, 388; 1887-88, 382; 1888-89, 337. Up to date 301 have entered this session. It is usual for 22 or 30 to enter after this date. The total number of individuals that have so far attended the college is 1038. The total number of free scholarships apportioned to the several counties (in proportion to the number of educable white females in each county) was 400, up to the 15th June 1889. An act of the Legislature of 1888 reduced this total to 300, and further provided that if students from any county in excess of its quota should enter, those in excess should pay tuition fees. This had the effect of abolishing the rule that prevailed previous to this act, whereby applicants from any county could be appointed to vacancies in the free scholarships belonging to counties not fully represented. This act was construed as not applicable to old students and by its provisions was not operative for the session of 1888-89. The impression, however, that it would be enforced immediately after its approval prevailed to a large extent among the people. To this fact and to the yellow fever panic in September and October, 1888, is due in a large measure the decreased attendance last session. The number of students entered this session under the restrictions of the act of 1888 represent the usual percentage of last year's students returned and a somewhat increased percentage of those who come as appointees to free scholarships from the counties in which they reside. Experience shows that a number of counties fail to send the full number of free students they are entitled to.

The demand for dormitory privileges seems to grow, and parents are each year more anxious for their daughters to live inside the college. The dormitory accommodates only 200. The number of applicants for dormitory room has always been in excess of this number. Those students who cannot be accommodated in the dormitory, board with private families in the city.

THE GENERAL CONDITIONS OF ADMISSION.

1. Applicants must be 15 years of age, in good health, and must furnish certificate of good moral character.

2. All applicants will be required to pass satisfactory examination in Reading, Writing, Spelling, Geography,



Industrial Institute and College, Columbus.

History of the United States, Arithmetic, English Grammar.

3. Applicants who have passed such examination satisfactorily before county superintendents of education receive from the boards of supervisors appointments to free scholarships to the number of the county's apportionment.

These requirements for admission should be rigidly enforced by county superintendents of education. This College was intended to supplement, not to duplicate any existing educational institution in the State. Some schools in the State are arranging their course of study for females with a view to preparing their pupils to enter our freshman class. Great saving of time to the students and an incalculable benefit to both them and the State would result from a more general adoption of such a scheme by the public schools.

EXPENSES.

1. Matriculation fee $5 00.

2. BOARD—Dormitory pupils are charged actual cost for board, etc. (Last session the average cost was $9 40 per month for board, lights, heating and washing.) Board in private families $12 50 per month.

3. TUITION—(*a*) To all students holding scholarships tuition is free in the General Business Course, the College Course, the Normal Course, and in the Industrial Departments.

(*b*) In the Department of Music and Fine Art, the fees are, for 1st, Instrumental Music, $4 50 a month; 2nd, Voice Culture, $5 00 a month; 3rd, Solfege, 50 cents a month; 4th, Use of Piano or Organ 75 cents; 5th, Oil Painting, $5 00 a month.

(*c*) Students not entitled to free scholarships pay $3 00 a month tuition fees.

There are the following courses of study:

I. The General Business Course. (Two years.)
II. The College Course. (Four years.)
III. The Normal Course. (Two years.)

In the college course English and Mathematics are taught 4 years each, Latin 3 years, French and German 2 years, Natural Sciences 2 years.

There is also a post-graduate course of instruction.

SPECIAL INDUSTRIAL ARTS.

The object is to give thorough practical training in Arts by which woman's opportunities for usefulness may be multiplied. It at present embraces Book-keeping, Industrial and Decorative Art, Repousse, Art Needle-work, Cutting and Making Dresses, etc., Telegraphy, Phonography, Type-

writing, Printing, Cooking, Laundry Work, House-Keeping.

GRADE OF THE COLLEGE.

It will be observed that this a marked advance upon the usual course of study in girls' colleges. No citizen need send his daughter out of the State in order to obtain the most thorough and accomplished education. The standard of scholarship is high and every incentive to diligence and thoroughness is offered. We desire and are endeavoring to make the

NORMAL DEPARTMENT

an important factor in the public school interest of the State, by sending out well educated teachers, thoroughly informed and practiced in the best methods of teaching and governing schools. We desire to co-operate in every possible way with the State and County Superintendents of Education and with the great body of teachers of Mississippi to bring our schools up to a high standard of efficiency. For this reason we have required for admission to this College a knowledge of the subjects taught in the public schools, to-wit: Reading, Spelling, Writing, Geography, History of the United States, Arithmetic, English Grammar. These subjects ought to be well taught in every community of the State.

Any student or her parent may select her industrial Art; but no student will be allowed to take Book-keeping or Phonography until she shall have sustained a satisfactory examination in the Arithmetic and English of the first Section of the General Business Course or its equivalent.

All students are required to take one Industrial Art, whether they pursue the General Business Course or the College Course of study.

GENERAL REMARKS.

The session of 1888-'89 concluded the first quadrennium of the College, and in June, for the first time, Diplomas of Graduation in the Collegiate Department were conferred. All ten members of the Fourth College Class of last session completed the College Course satisfactorily and received diplomas. All these young ladies are now teaching, eight in the public schools of Mississippi, one in Arkansas, one in Kentucky. Certificates of proficiency are awarded to students who complete satisfactorily the course prescribed in the several industrial arts. The work throughout the domestic department, except the heavy part of the work in the laundry and kitchen, is performed by the students living in the dormitory. Some of the work they are required to

do, some of it they do voluntarily and receive compensation for it. In this way, many pay part, a few meet all, of their expenses while here. A large number of students of the I. I. & C. teach summer schools and in this way send themselves to the College. Before me is a list of a dozen or more of our girls who last session reported to me they had, by teaching, and work done here, paid the whole of their expenses, some for two, some for three sessions. Thirty students of the I. I. & C. stood the examination for teachers set by the State Superintendent of Education and held May 4, 1889, by the superintendent of education of Lowndes county. All passed, attaining an average grade on the examination of 88 per cent. Many students of former years are teaching, most of them in common school studies, some the higher branches, some, one or more of the industrial arts acquired here. In no way has the College appeared to have done better work than in the preparation of thorough teachers for the schools, and it is a matter of profound satisfaction to the officers of the I. I. & C. to find that the people throughout the State have shown very general appreciation of the worth and attainments of teachers trained here.

LANDS, BUILDINGS AND EQUIPMENTS.

1. The donation made to the State by the stockholders of the Columbus Female Institute embrace

(a) About 22 acres of land "in a square body, in the southeastern part of the city, away from the noise and bustle of business, carpeted by the living green of grasses, and shaded by magnificent oaks."

(b) One large brick structure that had never been completed, designed for a dormitory.

(c) One large frame building, needing extensive repairs, that was moved back to give place for the new chapel building. The whole property, at the time it was conveyed to the State, was valued at over $40,000, and was in addition to the fifty thousand dollars, ($50,000) given by the city of Columbus, payable in six annual installments.

2. (a) The dormitory was enlarged, altered so as to increase the number of rooms, and supplied with gas and water pipes, bath tubs, and with steam heating apparatus.

(b) The "white house" (framed building) was repaired, after being moved back, and it is likewise heated by steam and (this year) furnished with gas and water. It is devoted to the use of the industrial and musical departments.

(c) The handsome brick structure erected in 1885 and known as the chapel building is heated by same means as the other two buildings, and includes the offices for the president and book-keeper, seven recitation rooms, a chemical

laboratory, and a large assembly room with galleries. The hall and assembly room are lighted by electricity, the offices by gas.

(d) The President's house, located immediately in front of the College dormitory, across the street, is a commodious frame structure.

During the present year, the sewerage system of the grounds and buildings of the College has undergone complete renovation, and many safe-guards of the most approved modern appointments have been established. The sewerage and the waste water from all sinks are now carried underground 3,000 feet away from the buildings in salt-glazed sewer-pipe, laid at a safe grade and well jointed with fresh cement. The whole work was done under the eye of a competent sanitary engineer.

3. The outlay by the State for all these buildings, additions, alterations, improvements, labor and supplies, including boilers and steam-heating apparatus, laundry machinery, electric dynamo, furniture, fixtures, etc., has amounted to about $80,000. This amount, added to valuation of $40,000, representing original value of property, gives $120,000. In addition to this, the College owns in the musical and industrial departments, property valued at say $3,500. A safe valuation therefore of the whole property as it stands is $123,500.

The needs of the College are many and pressing. An infirmary, a library, and additional dormitory room, are among the needs most keenly felt and loudly demanded.

ALCORN A. & M. COLLEGE (RODNEY).

J. H. BURRUS, PRESIDENT.

Our buildings (15 in number) consist of a three-story brick chapel containing the recitation rooms and library, three two-story brick dormitories with eight rooms each.

Two brick halls, one of which has been converted into a dormitory with accommodations for thirty-six students.

The president's house and two one-story cottages occupied by teachers, three two-room cottages or cuisines used by students; one four-room cottage occupied by students, the refectory and attachments, also a cottage used by the help, and an old cheap stable.

The buildings are all old and mostly just now in need of some repairs, but they are still in a fair state of preservation, barring the slight repairs needed.

Alcorn A. & M. College, Rodney.

For school purposes the buildings are estimated as worth about	$ 46,500 00
The 300 acres of land may be valued at	3,000 00
Making the entire plant worth about	$ 49,500 00

The enrollment for the last seven years (all save the first under my administration) has been as follows:

Year.	No. graduates.	No. students.
1882–'83	0	113
1883–'84	4	141
1884–'85	1	211
1885–'86	2	216
1886–'87	9	209
1887–'88	6	237
1888–'89	9	216

The conditions of admission are thus set forth in our published catalogue:

"No student will be admitted who is not able to pass an examination entitling him to enter White's Intermediate Arithmetic, Swinton's Fourth Reader, Monteith's Manual of Geography, and Swinton's Word-Book.

"No student will be admitted under fifteen years of age, except in the case of brothers, when one is more than fifteen and the other not much less than fifteen.

"All new students must bring credentials of moral character.

"Tuition is free to all Mississippi students, but to all others it is $15 a year in advance."

Our present faculty consists of seven members, viz: three tutors, two assistant professors, one professor who is also superintendent of the farm, and the president.

To the number of thirty-one graduates given should be added three who finished the course June, 1881, making a total of thirty-four. There are fifteen in the present senior class. A fair proportion of our graduates are known to have bought farms of their own upon which we learn they are doing well.

About 80 acres of our land is cultivated in corn, peas, potatoes, both kinds, pumpkins, clover, oats, grasses, and vegetables.

The crops have been fair or good for the last five or more years, and all the work is now done by students who are anxious to do more work than we have to give.

We lay great stress upon doing the right thing at the right time and in the right way in order to get the best results out of the soil, and we are equally as emphatic in insisting that

those who have the care of our mules, cattle, and hogs shall do the work properly, timely and thoughtfully, and we are satisfied much good has thus been done toward awakening in those who remain here a number of years an ambition to become skillful and prosperous farmers.

We have comfortable accommodations for only 150 student boarders, and have had to turn away, every year, of late, a number of students, for lack of dormitory accommodations. We are now crowded with students, and have written to a number of young men, telling them we cannot take them for the present as our rooms are full.

By act of the Legislature of 1888, the annual expenses of the College were provided for as follows:

Congressional Land Scrip Int. (act Cong., 1862)..	$ 5,678 75
Appropriations out of State Treasury	3,821 25
Making a total for all expenses of	$ 9,500 00

TOUGALOO UNIVERSITY,

ESTABLISHED BY AMERICAN MISSIONARY ASSOCIATION, 1869.

OFFICERS OF THE INSTITUTION.

REV. FRANK G. WOODWORTH,.....President.
MR. A. S. HILL,.....Principal.
MISS S. L. EMERSON,.....Principal Ladies' Department.
MR. WM. D. HITCHCOCK,.....Treasurer.

INDUSTRIAL SUPERINTENDENTS.

MR. H. P. KENNEDY, MR. H. M. SESSIONS,
MR. J. C. KLEIN, MISS ELIZABETH PARSONS.

During the two years since I had the honor of reporting to you in regard to Tougaloo University, the work of the school has been carried on with most encouraging success. The total number catalogued in 1887–88, was 326, in 1888–89, 343. The attendance thus far this year indicates a probable enrollment of over 400. It is a hopeful sign that many of the new pupils come prepared to enter the higher grades. During the past two years the quality of the work done has been greatly improved. The grading has been more strict and the standard has been steadily raised. This has been the case especially in the Normal Department. Two years

more are now required, than was formerly the case, before graduation. The normal course now covers four years. This department enrolled 25 in '87–'88, and 34 in '88–'89. In the grades below the normal, the features of normal work are kept in mind, so that a far larger number than are formally in the normal course are being well fitted for teaching. Many in these lower grades have been successful teachers of low grade schools. Last year a new and very valuable feature was added to our work in the training of teachers, by the establishment of a six weeks Teachers' Training class. This is especially designed for those who desire to become teachers, but who have not time for a full normal course, and for those who, already teachers, desire instruction in the best methods of teaching. Such a course, carefully planned, directed by experienced teachers, is exceedingly helpful. Though a new thing last year, it was quite a success, and the course for the next year, beginning March 25, 1890, we expect to make even better than in 1889, and there is promise of a very large attendance. We believe that many taking this short course, will, as in a few instances has been the case, be incited to take a regular normal course. Tougaloo is, we think, doing, and is prepared to do, much for the teachers of the colored schools. Mississippi has a grand record in regard to its generous care of colored schools and the provisions for negro education. Fully to carry out the desire of the State as shown in your wise plans as superintendent, there is great need of such work in training teachers for the colored schools as is being done at Tougaloo. We shall try our best to do our part, that the best results of the good system of the State may be carried out.

The industrial training of our pupils is one of the main features of our work. Nothing fits men and women so well for good, industrious, self-respecting, self-supporting citizenship, as thorough instruction in industries. During the past two years this part of our work has been thoroughly systematized. Every boy in the school above the fourth grade goes, on entering, into class-work in the carpenter's shop and there continues an hour a day for a year learning the use of tools, and the fundamental principles and operations of carpentry. The next year he has similar instruction in blacksmithing, wheel-wrighting, painting. The third year the rudiments of tinning are taught, turning, and other industries. We hope to add to these as we have means. The girls, also, have a regular industrial course, in all household economics, from sweeping and dish-washing to dress-making and canning and preserving. In the Girl's Industrial College four girls to keep house for a month at a time, under direction of

a competent teacher, learning in this way the practical details of housekeeping.

There is also a department of agriculture, which this year becomes more efficient by the more systematic pursuit of agricultural studies. We hope to develop this to large efficiency and to induce many young men to adopt farming as a profession. Tougaloo is most favorably located. It is easily accessible yet removed from town temptations. It is near the great Delta region with its increasing black population. Our buildings are plain and substantial. The main work of the school is carried on in Ballard Hall, a building erected entirely by the work of our pupils. The normal department has its rooms on the first floor of Shelby Hall, a large three-story brick structure. The Ballard shops are well equipped for industrial work. During the past summer the Ladies' Hall has been remodelled and enlarged at an expense of $5,000, and it is expected that, as we are overcrowded with pupils, and are obliged to turn many away for lack of room, we shall build a wing to this Hall at a cost of about $10,000.

Our teaching force numbers 16, many of them specialists in their several departments.

Our last commencement exercises gave opportunity for our friends to judge of what progress the negro is making under instruction. The literary exercises, wholly original with the pupils, elicited most favorable, and perhaps, surprised, commendation from the visitors. We appreciate your presence and words at that time, and are grateful for the aid the State has given us morally and financially.

HOLLY SPRINGS STATE NORMAL SCHOOL.

J. H. HENDERSON, PRINCIPAL.

There is one building, a two-story brick structure. It contains a Chapel, Mathematical Room, Ladies' Dining Room, and Gentlemen's Dining Room, on first floor; Science Room, Laboratory and Library on second floor; three verandas and a hall on the first floor, two verandas and a hall on second floor. The building is worth $10,000, exclusive of the furniture. The lot contains 10 or more acres, six of which are under good fence. The building and lot are worth $11,000 or more. The apparatus in our laboratory cost $1,000 or more. During the interregnum of 1886, some mischievous person entered the building, by force, and broke a great many useful instruments. It will cost over $200 to repair the damages.

Our Library contains nearly 3,000 volumes and is worth over $2,000. The property of the school, including lot, building, furniture, etc., is worth $15,000.

We have two departments, viz: Normal and Model. The model class is taught by normal students, under the immediate directions of the faculty. Each student in the normal department is required to conduct recitations in the model class. Under this practice the pupil teachers find ample opportunity to apply practically the instruction received in methods of teaching; and members of the senior class will be required to demonstrate to the faculty of the normal school their ability to teach well, before being recommended for graduation.

The following statistics will show that our schools continue to grow:

Total number of students during 1886-7.....107
During 1887-8.....148
During 1888-9.....171
Number 1889-90, up to Nov. 18th..... 78

The number this session is larger than at the corresponding time of previous sessions. If the attendance continues to increase we shall be unable to accomodate them, in our small building.

While we receive most of our students from the 27 northern counties, our catalogue shows that we have students from 42 counties, and our students teach in more than forty different counties of the State. This shows more clearly than any argument that this is a STATE school.

We had six to graduate in 1888, and eight in 1889. There are fourteen in our senior class at present. All of our graduates hold first-grade certificates and are teaching in the public schools of the State. All, without a single exception, give general satisfaction. In fact the demand for Normal students, as teachers, is greater than the supply.

Applicants for admission to the Normal department must present testimonials of good moral character. Males must have attained the age of fifteen, and females the age of fourteen, before they can enter. Each student on applying must undergo the following entrance examination: Arithmetic, Robinson's, as far as Ratio; Grammar, Harvey's, to Syntax; Geography, through map of United States; Spelling, Oral and Written; Reading, Fifth Reader. Each must signify his intention to teach in the public schools of the State.

The session for 1889-'90 will last nine and a half months. It will cost the State $1,852.50 to pay teachers for the session. I don't think the pay of teachers sufficient to secure the best talent. Most city schools are paying their teachers more.

The sole function of the Normal School is the preparation

of colored teachers for the common schools of the State. It is not a school for general culture, for its own sake. It is a professional school. Its central idea is to confer that knowledge which constitutes the science of education, and to train students in the art of instruction and school management. It seeks to lead the pupil to acquire a thorough scientific knowledge of the branches he is to teach. This knowledge is the prime condition of any success in the school room. The teacher's instruction in a given subject can never rise above his own knowledge of that subject. No knowledge of methods of instruction, however excellent in themselves, no fund of general information, however accurate and extensive, can be substituted for the specific and thorough knowledge of the subjects which the individual is required to teach. He must at least know these. The teacher must himself know that which the pupils are expected to acquire under his tuition. His mastery of these subjects must be thorough and complete. Other things equal, he is the best teacher of a subject who has the most thorough and complete knowledge of it. As the primary requirement, then, the State Normal School seeks to ground its students thoroughly in the knowledge of the branches required to be taught in the common schools of the State.

As a second element of a colored teacher's preparation for the work of a school room, the Normal School endeavors to give its students a knowledge of the negro's condition. It impresses upon them with indelible force, that every law which can possibly benefit the negro is upon the statutes. He cannot be legislated into a moral, intelligent, or wealthy being. This must be the work of his own hands. Schools provided by the Government and charity can only offer an opportunity for him to ameliorate his own condition. The Normal School does not seek to gain favor by flattery, and by putting vain imaginations in the minds of its students. The Normal wants to send forth teachers educated and doctrinated to the necessities of the colored race. We send them forth as teachers imbued with the knowledge of the fact that the colored race cannot be legislated into an enlightened race, but must reach that point by individual efforts as other races have done.

The State Normal School, then, undertakes to fulfill the purposes of its organization, 1st, by leading its pupils to acquire a thorough knowledge of branches required to be taught, the professional aspect of the subject receiving attention during this study; 2nd, giving them an "unwhitewashed" picture of the financial, educational and moral condition of the people whom they are expected to elevate; 3rd, showing them the only possible means by which this object can be attained.

The school is enjoying a prosperous existence. Our students are doing good work in all parts of the State. If the State will make a few necessary additions to our school we will have a school of which every colored Mississippian ought to feel proud.

TRUSTEES' FINANCIAL REPORT.

This school is designed to prepare colored teachers of both sexes for our free colored schools. The catalogues of 1888 and 1889 show about one hundred and fifty (150) names each. The course of study is for two years. We graduated seven (7) in 1888 and eight (8) in 1889. The students are orderly and studious.

Economy in expenditure and efficiency in work is the policy of the present management of this institution. The Legislature of 1888 was liberal to the school, appropriating in addition to the $2500 asked for, to pay annual salaries and contingent expenses, $1,000 for repairs on buildings and grounds.

The account of the repairing fund stands as follows:

Amount appropriated		$ 1000 00
Repairs and painting on building	$288 95	
Stoves, and barbed wire for fencing	38 47	
Building wire fence	23 00	
Building water-closets	40 00	
Twenty double desks	57 50	
Putting up new desks and removing old ones	6 25	
Freight paid on 20 double desks	7 25	
Drayage on 20 double desks	50	
Repairing electric bell	3 00	
Repairing black boards	27 00	
		491 42
Balance to credit this fund		$558 58

ACCOUNT OF THE FUND FOR TEACHERS' SALARIES AND CONTINGENT EXPENSES.

Amount appropriated for two years		$ 5,000 00
Paid teachers' salaries:		
Principal, $95 00 per month, 9½ months	$902 50	
1st assistant, $55 00 per month, 9½ months	522 50	
2nd assistant, $55 00 per month, 9½ months	522 50	
1888-89.		1,937 50
Principal, $95 00 per month, 9½ months	$902 50	
1st assistant, $50 00 per month, 9½ months	475 00	
2nd assistant, $0 00 per month, 9½ months	475 00	
		1,852 50
1889-90.		
Thre teeachers' salaries 3 months	$585 00	
		585 00

PAID FOR CONTINGENT EXPENSES.

Sundry things for school	$ 5	30	
Traveling expenses of State Superintendent attending commencement 1888	13	90	
Traveling expenses of State Superintendent attending commencement 1889	13	90	
Catalogues for 1888	33	00	
Catalogues for 1889	38	00	
For sundry repairs 2 years	23	00	
190 barrels of coal 1888	90	00	
215 barrels of coal 1889	75	20	
			292 35
			$ 4,677 35
Balance to credit this fund Dec. 11, 1889,			$522 65

COUNTY SUPERINTENDENTS.

	1890-92.	1888-90.	
Adams	J. W. Henderson	J W. Henderson	Natchez.
Alcorn	J. D. Burge	J. R. Reynolds	Corinth.
Amite	Geo. A. McGehee	J. R. Galtney	Liberty.
Attala	T. J. Fowler.	J. S. Smith	Kosciusko.
Benton	L. E. Lipford	L. E. Lipford	Ashland.
Bolivar	Fred Clark	Fred. Clark	Rosedale.
Calhoun	J. A. Sugg	J. A. Sims	Pittsboro
Carroll	P. R. Somerville.	Percy R Somerville	Carrollton.
Chickasaw	J. A. Wilkinson	W. A. Wilkinson	Sparta.
Choctaw	W. M. Dalton.	J. D Perkins	Chester.
Claiborne		Wm. H. Regan.	Port Gibson.
Clarke	H G Hawkins	Alex. Trotter	Quitman.
Clay	J. A Stevens	John A. Stevens	West Point.
Coahoma	N. W. Lea.	N. W. Lea	Clarksdale.
Copiah	A. A. Lomax	D. S Burch	Hazlehurst.
Covington	N. B. Holcomb	T. A. Gibson	Williamsburg
DeSoto		Wm H. Johnston	Hernando.
Franklin	J. P. Jones	A. J Everett	Meadville.
Greene	I. E. Breland	I. E. Breland	Leakesville
Grenada.	R. T, Payne	R. Horton	Grenada
Hancock.	Geo. M Holcomb.	J. S. Otis.	Logtown.
Harrison	C. D. Lancaster.	C D. Lancaster.	Biloxi.
Hinds.	C S North.	C. S. North	Raymond.
Holmes		G. T. Hamilton	Lexington
Issaquena		J. R. Yerger	Mayersville.
Itawamba	A. B. Newton.	G. W. Bennett.	Fulton.
Jackson	H. L. Howze.	H L Howze	Moss Point
Jasper	L L Denson.	A. N. W. Smith.	Heidelberg.
Jefferson	J. R Wade	J. D. S. Davenport.	Fayette
Jones	E. J. Taylor.	H C Smith	Ellisville.
Kemper	J. H. Currie.	J. H. Currie.	DeKalb.
Lafayette		P A. Rush	Oxford.
Lauderdale.	J M. McBeath	M. H. Whitaker.	Meridian.
Lawrence	B. D. Bishop	W F. McInnis	Monticello.
Leake.	J. F. Williams.	J. C. Triplett	Carthage.
Lee	F. H. Mitts.	W. E. Pegues	Tupelo.
Leflore	A. McC Kimbrough.	A McC Kimbrough	Greenwood
Lincoln	E Smith.	J. M Grafton.	Brookhaven
Lowndes.	W. L Lipscomb.	W. L. Lipscomb	Columbus.
Madison	W. J. Mhoon.	W. J. Mhoon.	Canton.
Marion	F. F. Rankin	H. A Barnes.	Columbia
Marshall	S W. Mullins.	E. D. Miller.	Holly Springs.
Monroe	E. P. Thompson.	E P Thompson	Aberdeen.
Montgomery.	W E. Simpson	W. E. Simpson	Winona.
Neshoba.	W. D Hitt	R. M. Evans.	Philadelphia.
Newton	Eugene Carleton	Eugene Carleton	Decatur.
Noxubee	S. M. Thomas.	S. M. Thomas.	Macon.

	1890-'92.	1888-'90.	
Oktibbeha	L A Fort	L A. Fort	Starkville
Panola	J. L McGehee	J. A. Rainwater	Sardis.
Perry	S R Ferguson	H. J. Harris	Hattiesburg.
Pike	W. P Mixon	S A. Matthews	Summit
Pontotoc	D C. M. Bigham	H. C. Scott	Pontotoc.
Prentiss	J B. Sanders	C. R. Lacy	Booneville
Quitman		F. M. Hamblet	Belen.
Rankin		E Jack	Brandon.
Scott	S. H Kirkland	S. H. Kirkland	Forest.
Sharkey		J. Kirkman	Rolling Fork.
Simpson	T R Gowan	T. R Gowan	Westville.
Smith	T. J. Watkins	T. J. Watkins	Raleigh
Sunflower		E. C. Orrick	Indianola
Tallahatchie		J. L McCorkle	Charleston.
Tate	J. F. Dean	J. F Dean	Senatobia.
Tippah	C M Thurmond	Chas M. Thurmond	Ripley
Tishomingo	F T Carmack	J. W. Jourdan	Iuka.
Tunica		Z. T. White	Austin.
Union	G. L Jones	M. F. Rogers	New Albany.
Warren	H T. Moore	H. T. Moore	Vicksburg.
Washington	S. Archer	S. Archer	Greenville.
Wayne	Truman Gray	Truman Gray	Waynesboro.
Webster	W. A. Wilson	J. E. Clark	Walthall.
Wilkinson	T. W. Brown	T W. Brown	Woodville.
Winston	A. H. Foster	A H. Foster	Louisville.
Yalobusha	W. T. Wynn	W. T. Wynn	Coffeeville
Yazoo		A. M. Hicks	Yazoo City.

INDEX.

	PAGE.
Statistics of public schools from 1871 to 1889	III. IV.
Index to statistical tables of 1887–'8 and 1888–'9	1–2
Synopsis of statistics for 1887–'8 and 1888–'9	3–5
Synopsis separate school district statistics, 1888–'9	6
Superintendent's report	7–32
Statistical tables	32–132
Narrative reports of county superintendents	133–271
Statistics of separate school districts	273–285
Narrative reports of City Principals and Superintendents	286–340
Township fund of Warren county	341
State licenses issued	342
List of separate school district principals	343
High Schools and Colleges	343–348
State Teachers' Association	348–360
Progress of Education in Mississippi—Chancellor Mayes	360–368
The County Superintendent—J. W. Henderson, Natchez	368–373
Institute Outlines	373–380
University—Report of Chancellor	381
A. & M. College—Report of President	383
Industrial Institute and College—Report of President	385
Alcorn A. & M. College—Report of President	390
Tougaloo University—Report of President	393
Holly Springs Normal—Report of Principal and of Trustees	395
List of County Superintendents	401